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THE
DELTA KAPPA GAMMA

Bulletin

FALL • 1950

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The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

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The small drawings of college and university buildings scattered through this issue of the Bulletin, as well as the other illustrations, were done by our artist, Mr. R. M. Williamson, of Austin, Texas.

At the recent National Convention Louise Hall Tharp, author of *The Peabody Sisters of Salem*, was given the Educator's Award of one thousand dollars for the most significant contribution to educational writing between April, 1948, and April, 1950. Mrs. Tharp lives in Darien, Connecticut and is the mother of two grown sons. She has written a number of books for young people, among them *Champlain*, *Northwest Voyager*, and *Company of Adventurers*. All of our readers who have had the privilege of reading *The Peabody Sisters of Salem* will agree that the award was given to the right person. Mrs. Tharp is as engaging in her personality as the three Peabody Sisters, whom she re-creates in such a convincing fashion. We are honored to present the article, "Adventures in Research," which has never been published heretofore.

The eloquent address given at the Presidents-Founders Dinner in Dallas by Dr. Kathryn McHale is reproduced in part on these pages. The address was provocative, searching, and a challenge to professional women. Dr. McHale has been the distinguished General Director of the American Association of University Women for the past twenty years, and her retirement leaves a great void. We honor Dr. McHale as one of our National Honorary Members.

In "Reflective Evaluations" Miss Winifred Newman has reminded us of some of the reasons why we, as Delta Kappa Gamma women, can afford to be proud of our affiliation. Miss Newman has been the capable President of the West Virginia

organization for the past two years and is a member of the Charleston Chapter.

Grayce E. Long, kindergarten teacher at the Sarah J. Rawson School in Hartford, Connecticut, first told about her Junior Aides program in the *Christian Science Monitor*. Dean William Burton of Harvard's Graduate School demanded: "Write more about it." The resultant article was first published in *Progressive Education* and later in *Connecticut Teacher* under a different title. We are indebted to the *Connecticut Teacher* for permission to use the article.

Dr. Eva Anderson, a member of the State Legislature in Washington, was the birthday luncheon speaker at the National Convention in Dallas. Her unique address is reproduced here for the enjoyment of those who did not have the good fortune to be present. As always, Dr. Anderson was delightful in manner and in her colorful appeal. She is a member of Zeta Chapter, Washington.

It is appropriate that we have an article in this number on teacher welfare in Britain written by one who has had the opportunity to find out a great deal about that important subject. Miss May Cook is a Home-Making teacher in the Senior High School in Grand Island,

Nebraska, and was one of the exchange teachers to England in 1947-1948.

Mary Virginia Morris, the newly elected President of the Classroom Teachers Association, is a member of the Chi Chapter in California. It is appropriate that, as Miss Morris begins her tasks as an executive of one of our most powerful educational organizations, she should contribute to our national magazine. As fellow members we wish her well and congratulate her upon a professional opportunity of the highest order.

Miss Jeanne Lowdon is a member of the Zeta Chapter of Lincoln, Nebraska. She writes entertainingly and well about a typical experiment in a typical American university with the kinds of students who were attracted to the stimulating extension courses.

Celena M. Soucie acted as Chairman of the New York State Research Committee during the past year and, with her committee, conducted a survey among Delta Kappa Gamma members in her state. The results of this interesting study are given in her article, "The Teacher, Her School and Community." Miss Soucie is a member of Iota Chapter, Niagara Falls, New York.





ADVENTURES IN RESEARCH

LOUISE HALL THARP

A FEW sentences from Van Wyck Brooks' *Flowering of New England* aroused my curiosity concerning the Peabody sisters of Salem and Boston. But a search failed to show anything in print about them, save some intriguing passages in Julian Hawthorne's *Nathaniel Hawthorne and his Wife*—concerning Sophia; a thesis or two and two articles in the *New England Quarterly* about Elizabeth, and one book by but not about Mary (although she wrote several). I was engaged in other work but the Peabody girls never really left my mind, and in 1945 I still wanted to read *The Peabody Sisters of Salem*. It was obvious that I would have to write the book myself.

From the first, I have been amaz-

ingly fortunate in finding original manuscript material. The Peabodys were indefatigable letter-writers, and there are still attics in New England, and New Englanders never throw anything away. I went first to Boston and there at the Public Library I found the Fields correspondence which had only a few months before become available to the public. Professor Stewart's monographs upon the Fields controversy were just beginning to appear in the library's publication, *More Books*, in serial form. They were a serial in every sense of the world. Will Fields cheat Sophia? He will, indeed, but wait for our next issue! I could not wait a month but kept reading feverishly. I don't know when anything has touched my heart like Sophia's lov-

ing friendship for the beautiful Annie Fields and Annie's coldness toward her. Annie Fields has often been eulogized in print, and I shall doubtless be disbelieved but I feel sure she was not better than I painted her.

PROFESSOR Randall Stewart is the leading authority on Hawthorne and a professor of English at Brown. I have an undergraduate son at Brown and Providence friends who know Mr. Stewart. The combination added up to a visit to Providence and a delightful evening with Mr. Stewart. He asked me if I knew who Ada Shepard was, and I replied that she was governess to the Hawthorne children in Europe and a graduate of Antioch's first graduating class. Mr. Stewart was pleased with me but I did not get "A." I had not known that Ada, after she married her Mr. Badger, a minister, became mentally deranged and threw herself from the deck of a New Haven to New York coastwise steamer.

Professor Stewart's dictum, "trust nothing in print," stuck in my mind. I would amend that by saying that I trust Mr. Stewart's facts in his notes to Hawthorne's *American Journals*. But as I became aware of the tremendous mass of material in manuscript form I realized that, whether I trusted them or not, printed sources need concern me little. I doubt if many biographies of comparable length have more hitherto unpublished material.

I hardly expected to find manuscripts in New York, but again my luck was phenomenal. Hawthorne papers, acquired just before the war and then kept in a place of safety during the war, had just been made available when I went to the Berg Room at the New York Public Library. I was handed two or three call slips and told to make them out from a catalogue drawer solid full of references to Sophia, Elizabeth, their mother, and even Mary. (Mary was illusive almost up to the last moment.) I can still see the look on the librarian's face when I began at the beginning and then asked for more slips so that I could make one out for everything in the drawer. If I really wanted to see all the letters it might not be necessary to make out a slip for each, she said, but I don't think she ever believed that I would read all 649 items until I began to appear every morning at nine to stay till five (closing time) every day, winter and summer. A notation in my diary for October 23, 1945 speaks of my commutation ticket. I add the comment: "Every woman should be a commuter at least once in her life to understand how her husband feels."

BEFORE I finished the Berg Room letters, which were mostly to or from Sophia, my luck served me once more. A business friend of my husband, Mr. William Crane of Watertown, Conn., said that he had been to school to the present Mr.

Horace Mann—an inspirational teacher, now retired because of total loss of hearing beyond the help of "aids." Mr. Mann lived near Bar Harbor in Maine, never saw strangers because of his deafness, but was coming to Waterbury with Mrs. Mann to make a visit. A correspondence was begun, and Mr. Mann's letters were so readable and full of wit that I felt I knew him well even before it was arranged for us to meet and lunch together in Waterbury. The luncheon was memorable. I "talked" to Mr. Mann by means of a pad and pencil, and also by means of his swift intuition. Although he finds lip-reading impossible, a word or two on paper serves to keep him in touch with the general conversation, and his wonderful humor does the rest until you forget that he is deaf and remember only that he is a most delightful companion.

MR. MANN told me that in a storage room over his garage he once had masses of family letters, many of them over a hundred years old and many from his grandmother, Mary Peabody Mann. He would willingly have sent them to my home for my use but I refused the responsibility, and it was to the Berg Room in the New York Public Library that he sent the amazing letters written by his Aunt Lizzie Peabody to her sisters in Cuba. He has been most generous in giving me the use of family letters, and I am happy to say that I have been able to persuade him to place

them in safer repositories than a frame garage on the coast of Maine. During the preparation of *The Peabody Sisters of Salem* I wrote him often, and he says in a letter, dated February 25, 1946, "You told me of your sheet of notebook pages headed, 'To ask Mr. Mann.' Is the corollary that I should have one headed, 'Tell Mrs. Tharp?' I hope that it isn't for I have a strong distaste for the 'I'm telling you' frame of mind."

Nevertheless, Mr. Mann told me much of value. For example, "I have always assumed that the seamstress of *Cuba Journal* was my Aunt Lizzie. I am quite sure it was sewed together when I first found it; and the handwork was of a sort which I guessed was thoroughly in character."

Mr. Mann's description of his great aunt is brutally frank. "She was always slatternly, I believe. My impression of her was of one whose clothes looked as if they had been only half put on, of an old woman with a very wrinkled and rather homely face . . ." But Mr. Mann's story of the beauty of his Aunt Lizzie's dead face when he saw it as a child is a scene I used at the end of my book. It is not often that one can get a first-hand description of a person born in 1804!

It might seem as if my luck had deserted me when I discovered, after my book was almost done, the whereabouts of Sophia's *Cuba Journal*—thought to have been destroyed—and when I located it only after it had been withdrawn from

the private library where once one of the two volumes might have been seen. But the slender volumes are frail, the pale ink has faded during the past hundred years, and it is only a wise precaution that the journals should be shown only rarely and only to friends. It was my wonderful good fortune that Beatrix Hawthorne Smyth should accept me as a friend and graciously permit me to see these manuscripts in time to use part of them in *The Peabody Sisters of Salem*. But perhaps this, the most rewarding of literary friendships, grew rapidly because I already knew Mrs. Smyth's grandmother Sophia Hawthorne and her two great aunts so intimately—from their cradle to their grave. Somehow, Mrs. Smyth seems to me to be my Sophia come to life. She has Sophia's gentle charm, but she also has inherited a magnificent streak of Hawthorne humor.

MRS. SMYTH introduced me to her sister, Mrs. John Oskison. She is a well-known writer whose work I already knew and admired and as her professional name is Hildegard Hawthorne, I will call her so. Miss Hawthorne's conversation is brilliant, her wit rapier-sharp. It is a temptation to cross swords with her, not to win a duel in words, for that would be impossible, but to watch her speed and fire. I was more or less prepared for this brilliance, but Miss Hawthorne is also beautiful to look at. She is small, slender, quick in her

motions; her intense blue gaze suggests the lonely heights of high sierras while her profile, with its high-bridged nose, should be cut on a coin. A few days after meeting her, I was in the library at Concord, Massachusetts. I looked up and there was the Lander bust of Hawthorne. I may say that I was startled to the point of shock for I had just seen that face in the flesh—the nose, the eyes, the forehead, and above all the proud tilt to the head—that is Hildegard Hawthorne.

I HAD called on Miss Hawthorne to see her portrait of Sophia and to ask her permission to use a photograph of it for my book. The portrait was as much a delightful surprise as its owner, for although I recognized the head, it has never before been reproduced in full and the costume proclaims an earlier date than the one usually ascribed to it. The technique, especially in the skin tones and the handling of the transparent white muslin, strongly suggests Harding. The drawing of the left arm, however, is not good and may have been retouched. I received most gracious permission to use the portrait, and again my good luck held as I remembered the fine photographs I had seen in Mrs. Smyth's home. They were by her oldest son and had won prizes in amateur photography. I wrote Mr. Julian Smyth, who agreed to take a journey of some distance and a great deal of his time to photograph his aunt's portrait for me.

It was important to me that Miss Hawthorne's portrait should be cleaned, if possible, the way I had cleaned one of my own. So I brought her to my house to dinner and to look at mine—which is no Harding by any means but a "primitive" of my grandfather when he was a child. But Miss Hawthorne was skeptical even when I gently washed my primitive grandfather's face with soap and water. Naturally, I wanted to have a very special dinner and so I had ordered a steak cut extra thick. While waiting for it, I had gone about my other errands—and then home without the steak! Not until it was time to cook it did I realize what I had done. My guardian angel was looking after me to this extent, however. There was a Sunday roast of lamb waiting to be cooked. I hacked off pieces and grilled them as though they were lamb chops, but indeed they were not.

If it were necessary for me to prove that Miss Hawthorne is literary royalty, let me go on record. She said that my dinner was delicious. Never did a great lady lie more nobly. She is also a great good sport. For, in spite of her continuing misgivings, she and her nephew washed the portrait, and the beautiful photograph in *The Peabody*

Sisters of Salem is the result of that and of Mr. Smyth's painstaking skill. This is what Miss Hawthorne said in her letter of December 13, 1948: ". . . Grandmother Sophia had a fine scrub and looks fresh and fair. She liked it."

* * *

LOUISE HALL THARP
Box 28
DARIEN, CONNECTICUT

August 26, 1950.

Miss M. Margaret Stroh,
Executive Secretary,
The Delta Kappa Gamma Society,
1309 Brazos Street,
Austin 1, Texas

My dear Miss Stroh:

I returned today from a motor trip in Canada with my family to find your letter awaiting me. Also, in the same mail were letters from Little, Brown congratulating me and expressing their pride in the award. Surely, no vacation ever had so delightful and dramatic a climax!

I am happy to accept the Delta Kappa Gamma Educator's Award. Your citation is so beautifully expressed—and this honor is so rarely given—that I am truly overwhelmed. "Alack a mercy on me, can this be I," I feel like saying. But it is the Peabody sisters themselves whom you are honoring and I accept in their name. Would you convey my sincere appreciation to your associates in the Society?

My "Adventures in Research" has never been published and you are most welcome to use it.

Sincerely,

LOUISE HALL THARP



Princeton

Are Organized Women Pulling Their Weight in the World Today?

KATHRYN McHALE

THIS occasion honoring the founders and state presidents of The Delta Kappa Gamma Society permits anew a common sense of dedication to the objectives of the organization. As I understand these objectives they are bound up in the social ideal—the sense of a common humanity—which calls for a united and concerted effort on the part of all members to work together for the common good. Walt Whitman expressed it better: “In the center of all, the object of all, stands a human being towards whose spiritual and heroic evolu-

tion, poems and everything tend, old world and new.”

You have been “twenty-one years a-growing.” You and the other 40,000 members were presumably selected because of distinction in service. Has the organization come of age? Do you as members give evidence of real maturity and emotional adulthood? Are you pulling your weight in the 950 chapters, or are these members permitted to ride in the boat without ever having to row? Have you learned to work together for common goals and to submerge your personal de-

sires in and for the common good? You must find the truth inside yourselves—it is as simple and basic as that.

The year 1950 not only marks the beginning of the third decade in the history of Delta Kappa Gamma; it also marks the turn of the century in our contemporary life. The special significance of 1950 is bringing together educators, poets, musicians, philosophers, and scientists here and there all over the world to take cognizance of man today, the world he finds himself in, and to ask, "What makes an educated person?" Usually in their effort to give personality to the abstract, they focus on an individual and search anew for the basic verities.

Off the record I should say as the result of 21 years of work and contact with many women's organizations that before they can ever come within sight of their much-to-be-desired goals, they must grow up emotionally and spiritually. Women must learn to search for the basic verities and try to develop the qualities which go deeply into the analysis of the fundamental question: "What makes an educated woman?" If I had a text tonight, I think it should be from Jeremiah 50:5—"And they shall ask the way to Zion with their faces thitherward." Ponder this thought; think of its possibilities in our country and in the world. The development of strength in organizations, institutions, and in civiliza-

tion is bound up in this philosophy. It is more than a working hypothesis; it has been tested in action. We must work for its fuller realization.

THE civilization we know, the kind of world in which we live as people and not slaves, was early developed in Greece, traveled to Rome, was blotted out there by the Empire, went underground in the Middle Ages, was rediscovered in England, and immigrated to the American Colonies. The torch first lighted in Athens is now in the hands of the American people. This is the most important political fact of our times.

To translate this fact into dynamic reality in this country is the most difficult task Americans have ever faced, and the third great challenge in our history. We met our first under Washington when we gained independence, the second under Lincoln when the Union was saved in a fratricidal war. The third challenge calls for the highest of moral leadership in a free world. The development of such leadership is the great concern of our organizations and institutions today.

Looking beyond the horizon requires looking back and facing the present as well. So, like Janus of old, let us look backward briefly. Anthropologists tell us that woman launched civilization; that she had the creative intelligence that instituted the humanistic arts, the in-

dustrial arts, and agriculture. Brifault, Mead, Boas, and others believe woman gave man his first "new deal." Those who have what the French call "memory" are helped by historical facts. In eager anticipation of the future and of the surely great things the future can bring, too many of us fail to understand the present because we do not understand the past on which the future is founded. On understanding woman, two American historians have said that women are so much a part of the history of Western civilization that no true historian can overlook their contribution. Women must know the role of women from Cleopatra, or Sappho, to the present day, if they are to take their place as vital makers of social history.

In looking ahead, like Janus of old, let us remember that the last century has seen many changes in our ideas about women and their work, and in no field has there been a more striking change than in homemaking. In contrast to the Victorian concept of woman in the home, the Victorian lady's great-granddaughter knows that no home today can be built or operated to resist the inroads of the world outside. The community is not something outside the homemaker's job; it is a part of it. Community work is part of the every day program for anyone who wants to play his full part in the modern world. Who shall plan and control our common life, to what ends and interests, has become the job of every citizen.

There are no sex differences in good citizenship, but there are in special talents and interests. Men are more likely to view the community in terms of production, whereas women see it, not only as a place where people can earn their livelihood, but where all can attain and enjoy the good life. That is why women must be counted on to take an interest in education, child and family life, public health, etc., and to participate in work to achieve the best conditions under which they can function for the welfare of the whole population.

It is true, as has been said, that "personal isolationism is as obsolete as political isolationism in this closely interrelated world." It therefore becomes the destiny of women to function as world citizens. You can fulfill this expectation by making the best use of the special privileges you now enjoy as members of this organization. You have, in other words, a contract with society. To respect this is to be mature, to strengthen it is to be a good citizen, to do more than your share is to be intelligent.

This is what Milton meant in his *Tractate on Education*, written in 1642: "I call therefore a complete and generous education one that fits a man to perform skillfully, justly and magnanimously, all offices, both public and private, of peace and war."

And this is what the Founders of the Delta Kappa Gamma Society expect of each of you. The challenge is thorough!

Reflective Evaluations

WINIFRED H. NEWMAN



Stanford

DO YOU RECALL the time when you received your invitation to become a member of the Delta Kappa Gamma Society and the thrill that you experienced when you read that someone considered you worthy of being invited; that you were an outstanding teacher; that only a few were so honored?

With a feeling of humility you accepted the invitation, half fearful that you would not measure up to what someone expected of you. When you arrived at the designated place and the time of the initiation, dressed in the best you had, you falteringly looked around to see if a familiar face would claim you. As you listened to the purposes of the Delta Kappa Gamma Society—uniting women who had given distinctive service to any field of education, and honoring women who had given distinctive service to any field of education—at times words became blurred as your thoughts inadvertently rushed back

through the years. You tried to take inventory in those few minutes, to evaluate, and you thought, "What have I done to be worthy?" By that time someone handed you a lighted candle and you were again within The Circle.

The greatest thrill of all was when you attended a State or National educational meeting and you saw and heard women of real distinction and you realized that you were a member of the same Society. On the elevator going to and from the meetings your eyes stole a glance at the Delta Kappa Gamma key that was being worn by someone you did not know, yet the key she was wearing told you that she was an outstanding teacher. Then you unconsciously touched your key and smiled knowingly. You began to re-evaluate and take inventory of your qualities and those required of every member of Delta Kappa Gamma. Instantly questions arose such as, "Am I worthy? Have I carried the full

load expected of me? Where have I contributed?" Now is a good time to evaluate ourselves, to be worthy of our fellow men, to be worthy of those who believed in us.

EVERY member of Delta Kappa Gamma should read and meditate upon the biography of Annie Webb Blanton, the founder of the organization. To be sure, you will ponder more than ever as to your worthiness of membership when you find that you are identified with this woman who had visions, and who made them real, for they materialized through sacrifice and hard work. The important thing that you will be cognizant of is that her visions and dreams are contagious. She set the pace that we may carry on the problems of this day. Clara Parker, too, brought us to realizations of the tremendous task and the privilege that is ours. We must realize, in these times when people everywhere are tense and apprehensive, that the people of the world must choose either to improve human relations to the point of living peacefully together or that they will forever endure the heartaches that will result from both cold and hot wars.

Ours is the responsibility to mold the lives of the youth in America that we may have peace, peace for all the youth of the world. As we wear the insignia let us take another look and re-vitalize our thinking. Let us become members all over again; let us have a complete awareness of our short-comings and

have a definite plan to overcome them. Let us review all qualifications of a member as Annie Webb Blanton envisioned women of this organization and ask ourselves this question: "If I were someone else, would I recommend myself to the membership committee or to a colleague as one worthy of the Delta Kappa Gamma Society?"

Am I an attractive person? Am I a good representative of womanhood, of my profession, of the community in which I live? Am I careful and wise in the selection of the clothes I wear in the classroom, at a meeting, or a social function? Do I choose colors and styles that are appealing to the child? Do small children come close to me, touch my dress or hand? Do I become so absorbed in the scholastic activities of the daily work that I do not care how I look or appear to be? Am I enthusiastic in my work? Do I radiate vitality of manner? Do I put people at ease? Do I make children, parents, and colleagues want to be near me? Have I the poise, the personal magnetism, the open-mindedness and appreciation of others that gives them the feeling of wanting to be near me, to hear me, to listen to me? Do I have a genuine love for children, not sentimental, spoiling, but real interest and concern? Do I have a deep respect for each unique personality, his beliefs, his convictions and ideals? Have I a positive happy optimism about life? Am I consistent, fair, and kind in all of my dealings with people? Do I try to

understand why people act the way they do? Do I say the little everyday things that encourage a child to ask again if he does not understand? Do I make the timid mother glad that she came to me to talk over her problems and make her feel that her child is in safe care? Do I satisfy the inquiries of the anxious father so that he goes away glad of the privilege of paying taxes to support the school? Do I have the confidence of my fellow teachers that they too want to share? Do I assume more than my share of the load? Did I refrain from saying something that could not be played over the loud speaker?

W E CAN again become members of the Delta Kappa Gamma Society. If we can answer these questions in the affirmative, or if there are some questions we are not sure of, then let us renew the faith someone had in us and improve ourselves in every possible way. The important thing for us is that we must be real. We do learn from our errors. To be anxious to be right is a certain sign of fear, and if we are honestly trying to do what is right, rather than doing what we want to be right, then we can evaluate the results objectively.

We stress skill as one of the qualities to membership, and we should, for skill in teaching is the compass which aids us in guiding the way for the children. To say we have knowledge in subject matter means that we must be constantly on the

alert. Degrees conferred upon us by institutions of higher learning will not give us the knowledge alone. They are only the elementary tools. Today's world requires us to be constantly on guard to read, study, interpret, and then to present to the immature mind a true picture.

To teach the youth of today that this is One World, that we are custodians of a great tradition, the bearer of great messages, that "In the beginning God created the heaven and the earth." . . . "And God saw everything that He had made and behold, it was very good," we must first live this belief. We must discover the differences this would make in the relations of the East and the West, of the older and the younger civilizations, of the more and less privileged peoples, and then teach that our youth may know. With this realization in mind, we need to ask ourselves this question: "If I were the Superintendent of Schools, the President of the Board of Governors, would I employ myself as one who is skilled in teaching?"

A GAIN let us ask ourselves the question: "If I were the Superintendent of Schools, or the Board of Governors, would I employ myself as one who is skilled in teaching?" Have I kept abreast of current trends? Have I recognized that each day is a new day, and have I so prepared my work? Am I resourceful? Do I reach out beyond the textbooks for new materials? Do I keep every child on his toes?

Am I able to challenge, to inspire, to arouse the interest of my class? Am I sensitive to the individual differences and the needs of my class? Do I hear their innermost thoughts? Am I sensitive to all of their problems? Am I concerned with their future? Do I see them as the neighbors, fellow workers of my child? Have I been able to develop in them the true meaning of democracy, class participation, tolerance and the rights of others? We must guide our youth so that they will know the world has need of them.

WE HAVE realized strength in our professional organizations. We have seen professional growth, but we cannot be lax even for one week, much less one day. We must continue to reach up and to reach out, even within ourselves. We must challenge ourselves constantly, for the faith of those teachers who have gone on before, who have set the pace, realized as we do, that it is through teaching alone that America has risen to the present status of world influence, and through the guiding influence of the teacher will she gain the confidence of the world, not for power but for a purpose, the good of the world. We are kept alive by what we do beyond the call of duty. The power within is another prerequisite to membership.

Professional interest and growth in many instances have reached an all-time high, but there is evidence that we do not reach out and give

full value according to our own ability. Each of us was given a talent, each of us has a major job to do, yet we procrastinate to the extent that we neglect to work to our capacity. What contribution have we made since we became members of Delta Kappa Gamma? To be sure, we will receive the greatest number of points for attending meetings; a few will participate in programs, attend extension courses and summer school, but how many of us have contributed to magazines? We begin now to exclaim the lack of time, our inability to write, yet we acclaim ourselves as molding the lives of our youth, of influencing people, of taking the lead, of sharing together. But when we share an experience, an idea, an experiment, we help others to grow. We also help ourselves when we help others. No one can truly guess what great heights we may reach if we develop our talents to maximum capacity, if we put away childish things, if we realize that the task is ours.

AS teachers we have a partnership in the school system or the college we represent. Are we good representatives for our establishment? Are we willing to participate in an investigation, a study which will improve a method or plan for our schools? Who knows but that we may "find the way." Who is closer to the child than the teacher? Who should know what is best for him? Not only should we be ready but we should volunteer our services

to the superintendent, to the college president, but we should be willing to take our places in our communities and make ourselves a necessity to those with whom we work.

Another problem that is ours as outstanding teachers is supplying the demand for recruits in the teaching profession. We know of the great demand for teachers, but wherein have we failed to inspire our youth that they may wish to follow in our footsteps? This is one of the saddest commitments we can make. Have we been good representatives for the teaching profession? Where are the other ninety and nine? What can we do to bring others of our colleagues into the fold of professional thinking, of assuming their obligations, of the feeling of belongingness that they need? Never have we so greatly needed to examine ourselves as ambassadors of teaching, of being models for which youth wish to pattern, of instilling first within ourselves and then our future teachers that to find peace we must bring peace; that we came into the world not because we chose to but because the world had need of us: that those who seek always to protect themselves and their prestige end

up with no prestige and no growth of living; that to help in the molding of others is the greatest calling; that the love of a child is the gift that wealth cannot bring.

The last question we need to ask ourselves is, "Am I worthy to be a member of my community?" Is the community better because I have a share in planning or working? Would they miss me if I left, or would they care? Do I participate in the civic and church groups? Am I in demand as a worker or one who can be depended upon? Have I been able to be not only a teacher but a member of the community? Have I influenced the voter to go out for better schools? Is Public Citizen Number One willing and anxious to pay for better schools? What kind of persons are we?

Shakespeare said,

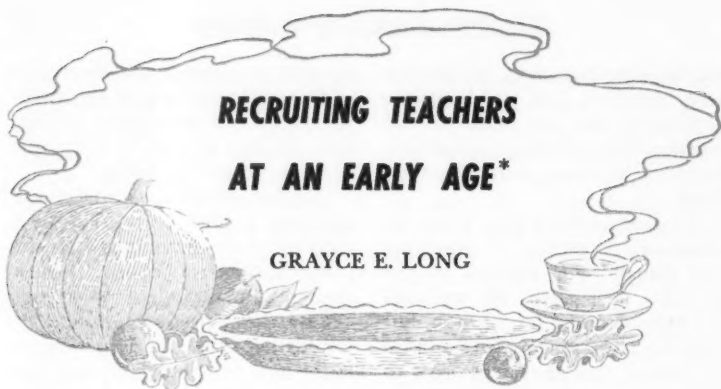
"... to thine own self be true,
And it must follow, as the
night the day,
Thou canst not then be false
to any man."

We, as members of the Delta Kappa Gamma Society, should add, "to the youth of the world, we cannot afford not to be true, to be honest, to be sincere, to be untiring in our efforts, to be constant in our teachings of faith and hope for One World."



RECRUITING TEACHERS AT AN EARLY AGE*

GRAYCE E. LONG



Having the fifth and sixth grade girls look after the younger children turned out well for all concerned. They were called Junior Aides.

JUNIOR Aide Training for the fifth and sixth grade girls was really born five years ago at the Sarah J. Rawson School in Hartford, Connecticut.

These girls are learning to love and understand younger children, and, at the same time, understand themselves better.

It started with Eva, an eleven-year-old girl who attended the fifth grade of this public school which had an enrollment of about eight hundred children and where I am a kindergarten teacher.

I met Eva when she was sent to our kindergarten to be disciplined. She had become a problem. She

could not adjust herself to the routine and demands of her own classroom. She frequently had spells of stubbornness, and it was for one of these that she was sent to the kindergarten.

After a careful study of her intelligence, her background, and her behavior, it was evident that Eva had a deeply rooted feeling of inadequacy and insecurity because she felt she had nothing to contribute to the group. From the first I found that she had a really sympathetic feeling for little children and a quietness of manner so acceptable in their working program. Her success with them was almost immediate. She sensed this, and life suddenly took on new interest for her. She was allowed to observe freely,

* Reprinted from the *Connecticut Teacher*, May, 1950.

ask questions, submit her own suggestions, and finally deal with a very stubborn child. The latter was a challenge and, after many futile attempts to cope with the youngster, Eva said to me quite humbly one day, "I used to be just like that, but I am getting over it."

Eva continued to work for several weeks with these four-year-olds for short periods each day, besides reporting for work in her own classroom. It was fascinating to work with the little folk. Eva couldn't hide it. She had been inclined to laziness in her own classroom, but gradually her working habits improved, to the extent that she would concentrate of her own volition and work swiftly to finish her teacher's assignment so that she would not miss a minute of her allotted time in the kindergarten each day.

Her attitude toward work changed completely, and she was soon up to her working capacity. Her spells of stubbornness became fewer, and those she did have were more easily corrected. It seemed that she was getting a better understanding of her own actions through her association with the smaller children and sensing their need for her, especially the stubborn child whose wilfulness she tried so patiently to understand and correct. Her success with the children seemed to give her a feeling of security within her own age group. Her classmates looked up to her now with greater respect.

Saturdays became busy days for Eva in the neighborhood because so many mothers who had heard about her through the children were anxious to have her play with their children.

She would come into the kindergarten Monday mornings with eyes sparkling and say, "I could have taken care of twenty children Saturday. All the mothers were calling me."

Then she would sit down and tell about some of the methods she had observed in the kindergarten and how she had put them to work successfully with little Sandra, whom she had taken care of over the weekend. She had been able to console Sandra when she received a big bump. And, too, the child had come to lunch when she was called and had eaten all that was served to her instead of balking, as was her usual custom. You see, Eva had learned many good devices which helped children to respond easily. Parents were delighted to have Eva in their homes helping with their children because of her ability to create this good atmosphere.

Encouraged by Eva's enthusiasm and improvement, I began to ask myself many questions, one of which kept repeating itself over and over. How can the school help all young people to acquire a better understanding of little children and incidentally learn much about themselves?

During my many years as a kindergarten teacher, I had observed

the great need for better understanding on the part of all members of the family of the physical, mental and emotional growth of small children. Could it be that, if other girls of Eva's age were trained in similar fashion, they too could help themselves, their younger brothers and sisters, the community, and eventually become better prepared to help their own children?

I began to look around for other girls. I discussed the matter with the principal and the other teachers in our school and outlined a plan. They agreed to allow girls who needed this type of help and who were interested in work with little children to leave their classrooms for a certain period each day to participate in the part of the kindergarten program which would mean the most to them.

The Plan at Work

We made a schedule which the girls followed. Some came in at eight-thirty in the morning and stayed a half-hour, helping the children take off their wraps and, at the same time, encouraging them to help themselves as much as possible. Others gave up the recess period to be with the children while they washed hands for luncheon, then helped with the tomato juice and served as hostesses. After luncheon they also had opportunities to tell stories to a few of the children, having become familiar with these stories by reading them to one another. This preparation meant that the aide understood the story her-

self and felt the emotion. As a result, she was ready to assist the children to enter into the feeling of the story, so that the incidents became real to them.

More girls came in. Jean from the sixth grade, who had already been taking care of little David in the afternoon after school and over the week-ends, took to the work about the room at once—loving it. Her manner with the children was sweet but firm, and she always had good response from the group. It was a treat to sit and listen to her reading a story to the children. Very often she would bring into the story the name of some child who might, right then, have become a disturbing factor if she had not learned how to treat certain types of behavior.

The girls liked being assigned to the paint room and were fascinated with the real beauty in children's paintings. They learned to be tactful and to appreciate children's work and did not ask, "What's that you are painting?"

They also prepared the tomato juice for serving, one junior aide sitting at the table with eight children, helping to pour the juice, supervising the passing of crackers, and keeping up a colorful conversation during the lunch period. One aide, serving for the first time, said, "My name is Ruth. Now when I fill your glass you tell me what your name is, won't that be a good game? Then when we are all served, I'll know all of you at my table." Rather a nice introduction!

All the girls are most careful of their table manners, setting a good example for the children.

Conferences Helped

I had many conferences with the junior aides in order to discuss, first, what the aides were to look for, and, second, to see if the aides would understand any incident from the child's point of view, to sense why the child acted as he did, I also told them to be relaxed, affectionate and jolly, to play, talk and laugh with the child at his level of experience. Realizing, too, that a sense of humor is invaluable, we worked to develop it. Gradually the aides were able to help children at the right time with materials, so that the play experience would be richer.

Topics that came up for discussion in our conferences were, "We must be better poised," "We must be alert to new situations," "We must cultivate attitudes of consideration for all types of children," "We must feel for the children at all times, whether they are good or bad, sick or sad, whether they are difficult or delightful."

The junior aide came to realize that to be able to help every child when he needed it, she must, without waiting to consult me, think quickly, think for herself, perform quietly and effectively. She must do whatever would help the child build his personality, praise some good element of his conduct or production.

At first they were confused, be-



Michigan

cause the same type of guidance was not always used and all children were not treated alike. After a few months they were able to recognize the very sensitive, retiring, and also the aggressive child. Then they learned why all the children should not be treated alike. For example, for several months all had hoped that little, shy, sweet Patsy would go into the paint room and even look around. One day she did, but it was just when all had finished work and were cleaning up. Signals had been given for grouping about the piano. This meant that Patsy was not coming with the group, was not conforming to room routine. Was it more important to have Patsy follow routine which she could do any time, or was it the time for her to obtain release from her own tensions and just paint big blobs on the easel? The aides, remembering that we had been trying to have Patsy feel at home for some time, went with her to the paint room and encouraged her to paint. They were learning to free this little person so

that she might enjoy herself as the other children had been doing.

These aides also learned to be professional-minded. They were careful not to talk outside the school about the children they helped in school. They respected each child as a person and were concerned about his good reputation.

The adolescent and the four-year-old seem to have a great deal in common. They get along beautifully together. One is just coming out of babyhood, leaving his mother and home for the first time and having new experiences with people and children; and the older child is just on the threshold of new adventures, entering a new stage of growth. Both must be helped to develop in self-reliance, independence, and judgment.

THE teachers of these girls noticed an increased self-confidence in directing group projects in their own rooms. The adolescents had learned to adjust themselves better to society, having observed how even little children have to give and take in order to be accepted by the group.

Various expressions of the value of this junior aide program came from other sources. Mothers of many aides reported a change of attitude in their daughters after working with the group. One mother said, "You know, Sylvia used to dislike taking care of her young brother. He was a pest to her. I have noticed her observing

his growth, and recently she said, 'You know, Bobby can really catch the ball now. He couldn't do that two months ago.' Also she has stopped teasing him. Home is a much more peaceful place than ever before. I do hope more children can have a chance to learn about little people, because I feel I would have been a better mother had I known many of the things Sylvia has learned already."

One striking illustration of the good the junior aide training did was Mary's story. Of this girl her teacher said, "I am sure if you can help Mary walk about the room without tripping over something, it will be a real accomplishment." With this remark in mind, I chose Mary to carry the wooden bowls of crackers to the luncheon tables. Then, as she acquired more social ease, and consequently better motor control, she offered to take in the glasses and the pitchers of tomato juice.

In private conference, such as I frequently had with individual aides, I discussed many points with Mary. In order to get her to slow down her trot to a natural walk, I proved to her the need for taking her time. To save her from embarrassment, I also helped her to find a place for her long legs under the low tables. I encouraged her, as I did the others, by leaving notes for her on the aides' bulletin board every week. In these messages I always praised her for the improvement she had made, and sometimes suggested other leads. At the end

of the year Mary left a note for me. "You have made me more calm, I'm not afraid any more to try new things."

Mary's mother visited me later. "I can never thank you enough for what you have done for all of us. You've not only helped Mary, but you have changed the whole atmosphere of our home. Before Mary became a junior aide our meal time was a period of constant friction. Mary would spill the milk or whatever else she picked up. Her father would scold her. Then Mary cried; her brother cried, too; everybody was upset. Now Mary has poise."

Other parents commented on the aides' acquisition of increasing alertness to new situations in the home, of better sense of responsibility, more self-control, and readier cooperation.

Many of these junior aides who are now in high school are preparing to devote all their time to helping children by becoming teachers themselves. Some of them plan to go into nursing to work with children in the hospital.

At the end of each aide's work in the kindergarten, I gave her a certificate which read: "For Your Contribution in Child Care." This terminology was suited to include all types of assistance to children.

The fact that the program which originated in the kindergarten has been going on successfully for a number of years, and has been received with such enthusiasm by parents and educators, makes me feel that any school could adopt it in order to meet the crying need of the present time—to understand oneself and, in so doing, to understand others.



Wisconsin



IT IS fitting that, from the far corners of the nation, we gather here this week in Texas for our twenty-first anniversary party.

Swiftly now for Texas, where a man still has room to twirl a rope, I would take these two things that I know and love, horses and teachers, and I would interweave them into a brief message. Just this once may I talk to you teachers in terms of a rodeo and forget the proverbial Ph.D. lingo?

Speed, danger, thrill! That's horse-racing. That's school teaching at its best. The two are alike, full of zest, challenge, and the unpredictable. As a teacher you "go for a ride," or "you're taken for one."

What Kind of Rider Are You?

Now for the round-up, indigenous to Texas. As I call the races, you decide what kind of a rider you are, friend teacher. Are you a bronc rider? . . . a bulldogger? . . . a steer roper? . . . a Brahma bull rider? . . . a wild horse racer? Or are you just sitting on the bench?

EVA ANDERSON

Are you a bronc rider? To a rodeo fan, bronc riding is the most sparkling and sensational event in the whole show. As a bronc rider, you arrive on the scene astride a rarin', plugin' little horse. The trick is to stay *on* that bronc and *off* the ground. The top deck of a bronco is as exciting as a stormy ocean voyage, and much swifter.

Can you take the pitch and toss of life? O. K., bronc riding's for you. Remember you come tearing out of the chute with the horse raring and plunging. Within the first four jumps, if you're still riding, you must scratch the horse with both feet and spur him both ways.

In teaching, too, it's the spirit that counts. You have it or you wouldn't have stayed with this job year after year. Spunk—that's what it takes to teach school. Young America loves spunk in its teachers. Sometimes, like little outlaw horses,

they experiment just to try our metal.

* * *

Perhaps you prefer bulldogging. That takes brawn, timing, nerve. In this race you give the steer a head start, at least thirty feet. Then, at a dead run, you swing from your mount and land on top of that wild creature. If you could ever catch up with them, perhaps you should land on some of your pupils, too. They would be surprised.

Next, you take the bull by the horns, and nestle there between two horns of a dilemma. A teacher doesn't have much time to nestle, but the dilemma is there just the same. Finally, you throw the critter to the ground. Remember, though, that the bull's never down until he's lying flat on his side with head and all legs straight out.

There's no halfway in bulldogging or in life. Can you catch up with your frustrations, wrestle with 'em, force 'em to earth, tie 'em up, and then go off and leave them? If you can, then you're a prized Texas bulldogger and a rare teacher.

Perhaps you'd rather rope a steer, or a man. You use the same tactics on a steer, a recalcitrant pupil, or a reluctant suitor. Team work's the secret. In the rodeo, of course, the horse often gives better coöperation, and sometimes, believe it or not, the horse is more intelligent than the man. A rider should always be able to feel what a woman said about her husband:

"He and I think exactly alike, only, of course, I think first."

Swing your rope and lasso life's treasures. Verve, timing, aim, that will do it.

* * *

You'd rather ride a Brahma bull? Let me warn you, the Brahma's the toughest-bucking animal in the world. Life never gets too tough for you? Well, then, fellow teacher, this is your event.

On a twisting, snorting, bucking hurricane you, astride the animal, come racing out of the chute. There's no coöperation in this extravaganza number. From first to last you're strictly on your own. Often the animal unseats you, then turns and mauls you. You're still on your own.

Speed, resourcefulness, judgment, that'll see you through, especially if you're fleet of foot, and know when to "play with the devil" and then run like one. Brahma bull racing's only for the toughest. Ditto, teaching! And that, in part, explains the present teacher shortage.

Where will we get recruits for the teacher battlefield? With us that's project number one. Over 800,000 new teachers are urgently needed within the next decade, just for the common schools alone, and less than one-third for the lower grades are even in sight.

Why such lamentable shortages? Education is America's biggest business. A fifth of our entire population is going to school. Though

there are one and one-quarter million teachers, we serve at least thirty-two million students, and greater hordes are oncoming.

Why don't young people enlist as teachers? Because, like the rodeo, school teaching is rugged business. Last month's *Vital Speeches* listed the reasons for teacher shortage. They noted first the fact that youngsters are so fractious these days. "Too many children have never learned even the rudiments of decent manners. These subject the teacher to every kind of insult." Not in my classroom, they don't. The wilder they come, the greater the challenge. Perhaps with greater concentration we could improve some of the manners of those little "outlaws."

The second reason given was insecurity of tenure. Not every job has security. Not every job has tenure. Ask any bronc rider.

Extra curricular load, low pay, non-coöperating principals (don't "gun" for your principal; he's an important part of this show and having a tough ride of his own), the assembly line, orders from the top, crampacked classrooms, and inevitable tensions.

Then another reason was given. Hear this one! "Recruits don't sign up because of comparatively low status assigned the teacher in a society that, too often, judges people by the size of their incomes." On that one I want to fight back. Once the teacher, like the preacher, was venerated merely for his status quo. Today, if you as a teacher have

leadership-recognition, you must earn it. I figure if I can't make my influence felt in my home community, it's largely my own fault. As an individual I can make tremendous impact. I can do it through Delta Kappa Gamma, through civic and other educational groups, the church, the grange, through political parties, and my social life.

* * *

Teaching is a wild horse race. For this spectacular number, we'll bring from the range steers never ridden before. We'll rope them in front of the grandstand, and saddle them, and mount them. Or will we? You strain for the saddle. You whisper into the horse's ear. Now you're on top, or are you? You were a moment ago.

Can you take life as you would a horse by the ears and keep hanging on? Will man conquer or will the beast outfight and outsmart him? Stay with it. The goal is worth the game.

* * *

But the wildest, maddest race of all is the "Suicide Race." Some rodeos bar this neck-breaking contest. But you're tough. So get on your steed and dash down mountainsides, almost too steep for a skier. Slither, slide, race, run! It's a daredevil scramble for the most foolhardy. Ride for your life. You do every day of your existence. As you flitter along, how are you ridin', cowgirl?

Doesn't anything slow you down? A mother, who just couldn't break her son of sliding down the banister, ingeniously covered it with barbed wire. "And did that stop him?" queried a curious neighbor. "Oh, no, it didn't," confessed the mother, "but it did slow him down considerably."

Which is your event? You're not asking for a grandstand seat or you wouldn't belong to Delta Kappa Gamma. A ticket into this organization means you're a tophand, full of fight and adventure. You love this job with all its hazards.

But there is another race. Some say that it, too, is a "Suicide Race," in which all of us are riders. It's the mad race between Civilization and Catastrophe. We humans hold the reins. We ride the steeds. The trick is to pick the horses, and control the events in which we ride, and ride so madly. That is why we, of Delta Kappa Gamma, at this 1950 Convention, year of destiny, perhaps, give pause to thought. We would contribute our full woman's strength, skill, and power to the ever-shifting world scene.

Definitely We Can Help— Definitely We Have a Part

May I put my theme in form of an allegory? On August 19, 1859, Charles Blondin walked a tightrope over Niagara Falls. On his back he carried another man. When Blondin was half way across, the tightrope slackened and began to wobble. Blondin instantly sur-

mised the reason. Heavy bets had been wagered that the daredevil would tumble from the high, suspended rope. When his success seemed assured, the gamblers were panic-stricken.

There he was on a sagging rope. Below were the raging, churning falls of Niagara. And on his back was another human being. The tightrope began to sway. What could he do? Blondin did two things. Though ordinarily not a praying man, he prayed, and he prayed hard and fast. And then he went into double quick action, figuring the faster he moved, the better his chances. Spectators later declared that, at the end of that "walk," Blondin was actually running. The parable is obvious. *Civilization's on a tight rope, and we are the riders.* Below, waiting a misstep, is catastrophe's yawning chasm. "We are wandering between two worlds," said Matthew Arnold. "One is dead. The other is waiting to be born."

Through World War I and again in World War II we dreamed of a bright, new, shiny world, of Brotherhood, Peace. "One World" we called it. The millennium did not come. It seems to have completely eluded us. Between the "world that is" and the "world that might be" civilization today is putting on a "ropewalking act." Will it make the trip safely? The answer depends upon *you* and *me*, and what we do to help, now. Only five of the twenty-one major civilizations

on earth have made the grade, says Toynbee, the historian. All the others have gone down to oblivion. And of the five surviving, declares Toynbee, only our western civilization is vitally alive.

* * *

Who's tampering with the wires? Everybody who isn't a good, working, loyal, world citizen. We look across the rim of the world, and we see what we call "subversive influences." "Ah, those are the knife wielders cutting the guy wires of civilization," we cry. It's fantastic but true that there are other, perhaps more insidious wire jigglers in our very midst. Unscrupulous politicians, traitors divulging a nation's secrets, wise men in seats of trust poisoning the minds of youth, the ignorant, indifferent, selfish, and perverted within our folds. They, perhaps unwittingly, loosen the guy wires. Why? For personal gain, gold, political power, a career, prestige or business advantage. Some are crackpots who would sacrifice everything and everybody for some whimsical hope or idea—a maverick, wildhorse of an idea. To win their point, such would scrap any or all of our sacred institutions, religious, political, civil, academic. And some of those jigglers have worn venerated insignia, and have stood high in posts of honor. "The whole is greater than any of its parts." Axioms in geometry apply also to life. Interrelated is the *fate of all*. All are riders on civilization's march, every individual

must save it or perish with it. Gambling with the future, gambling America, gambling civilization! Who are they, the wire cutters? Let's find them and warn them. Let's find them and stop them.

Civilization's guy wires must ever be fastened to certain moorings. What are they? Freedom—Democracy—Moral Integrity—Peace—Love of Humanity and Reverence for God. Our Delta Kappa Gamma creed embraces them all. These are the things for which we stand as teachers, as Americans, as World Citizens, and as Godfearing human beings.

"The dream of a brotherhood coming to birth

The dream of a Christ for a comradelike earth."

Civilization is cumulative. We are the riders on top of the heap and heirs to the best of all ages. From our point of vantage we should gain perspective, balance and vision. "High, wide, and handsome," we should see the world as it is, and see it *whole*. Conscious of the "right side," of the "left side," the rope walker learns the tricks of standing upright between them. In a world of bristling conflicts, only the man who maintains his balance can press forward.

* * *

Twenty-one years of Delta Kappa Gamma. What is the hardest part of a trudge? Is it the first five, the middle five, or the last five? *Survey Magazine* asked that question of a famous world traveler. Said

he: "It's the middle five. The first five finds the traveler fresh. The last five reveal the harbor lights of home. The middle stretch is the acid test. That's where so many give up." In Delta Kappa Gamma we started with fresh enthusiasm and vigor. At the outset, misunderstandings and petty jealousies threatened us. Now we're on the march, thousands of "Key Women" marching abreast. *If we keep our objectives, our morale, and a relentless drive toward clearly defined goals, we can do this tightrope walk together.*

"Teacher on a Tightrope!" My nephew laughed when I told him my topic. "That's where most pupils would like to see their teachers," said he. "And the tighter the rope, the better."

I have just come from a special session of the State Legislature. It was called to allocate more money to cover millions of dollars in deficit spending. Every state in the Union is now faced, or will be, with their conflict between youth and old age, between welfare and public schools. Up in my state "Relief" gets forty-eight cents out of every tax dollar while the schools get only twenty-seven cents. Yet youth is our seed corn.

Don't say that teachers shouldn't have some part in politics. Don't expect someone else to fight for the schools unless you are willing to do so. Don't be afraid to write to your Congressman, but before you do be sure that you have helped

crystallize sentiment at the grass-roots to back his vote. And above all, be sure that you, yourself, are a voter. "Look out!" I told a fellow legislator, "or you'll not get any school teacher votes." "No, I won't get any," he scoffed, "and nobody else will. Most of the teachers in my area don't even register and practically none of them vote."

But remember: Mister Dollar never fails to vote. Mister Dollar has a powerful lobby at every session. There he is, Mister Dollar, hiring more and more henchmen to stretch danger wires in the path of youth and everybody, pinball and slot machines, gambling, liquor, delinquency, all licensed for gold.

* * *

With the best intentions in the world, we have treated our youth rather shabbily, by adding to their burdens and by subtracting from their heritage. Upon them we have heaped debts mountain high, and have inadvertently euchered them into a probable Third World War. When I was a youngster I worried about the national debt. Then it was inches tall. Now it is miles high, five miles straight into the air of thousand dollar bills, one laid on top of the other. Five miles of thousand dollar bills, that's what we owed before we even started on the new war drive.

War skims off the best of a nation's resources, including man power, and blows them all into smithereens. Into World War II

we poured a trillion dollars, to say nothing of incalculable human loss and sorrow. That trillion dollars would have built a five-room home for every family in the world, plus a million dollar hospital for every community of 25,000 the world over, plus pay for the common school education of 400,000,000 for twenty-five years.

War Shatters Standards

Have we bequeathed youth lackluster ideals? Bernard Iddings Bell blames our generation for the weird philosophy of youth which says:

"Give me the prize without the training

The reward without the quest
Wages without work

A master's prestige without a master's skill

A trade without apprenticeship

Easter without the cross

Heaven without probation."

Whose fault is all this? We teach school. We influence youth every day by all our words and all our deeds. If society is curling up around the edges, and that doesn't mean that I don't still have Faith, whose fault? Is there no overtone to our living and our teaching?

Old-fashioned honesty, initiative, creative work, consecration, and service without personal gain. Those are the things that I'm talking about. Whatever strengthens youth strengthens the world's foundations. And whatever hurts youth

slackens civilization's wires.

Isn't it time that we teach our pupils to stop expecting something for nothing; or that a "rich uncle" whose surname is "Sam" will bail them out at every turn? Isn't it time again to teach some good old-fashioned Americanism?

Do You Get Tired?

You get tired. Let me tell you about Maude S. Milton up on Orcas Island in North Puget Sound. Now Maudie Milton spent the best years of her life up there in a little school. Years passed. Students came and went. Sometimes they forgot to say "Thank you." Sometimes they were critical and their parents felt that they needed a fresh, modern teacher. So, with bits of futility and despair, Maude finally took another job and moved away. And in that community she left a gap that amazed everybody. Unconsciously, they had grown to depend upon her. The old school deteriorated; another generation came along; and then the parents began to wish for the old, faithful, cast-iron type of teacher.

Eventually they built a new school. What name would they give it? Why, what better name than that of the old teacher they had once known and loved? So they sent for her to come for their dedication. But she didn't want to leave her job. Then they set the exercises on a holiday, and they went after her. It was all a great surprise. The name of the new

school was on the plaque and carefully concealed. But when the shielding curtain was drawn, there it stood: "Maude S. Milton, A Monument to a Woman's Loyal, Humble, and Devoted Service."

* * *

"You know why I teach, don't you?" said Florence Dahlke to me. Florence is a county superintendent at home, and past president of all Washington's county superintendents.

"Sure," said I, "I remember. It was Rena Chaney who set your feet on that pathway." Rena Chaney was a young typing teacher in a school where I served as superintendent. Florence was one of her pupils. When Rena Chaney learned that she was to be an early victim of cancer and that her days were numbered, she picked the most promising personality in her department and coached her for her own job.

Rena Chaney was a typing teacher. She could easily have steered the girl toward the business world. But her heart was set on that girl's becoming a teacher, and a marvelous teacher and "teacher of teachers" she is, won not by mere words, not by cold logic, but by a heart-set.

For You, for Me

Today, half a world away, American boys are pouring out their blood for you, for me, and for freedom-loving men and women everywhere. Some of them are our former pupils. Some of them are our

sons, brothers, and our neighbors' kids. I have just come from my summer cottage in the shadow of the Cascades. As I drove away three days ago, the stars and stripes were floating in that mountain breeze, down at the dock in front of my neighbors' cabin.

That flag means something special to me. That flag stands for Bob. Bob was one of my pupils. He lived next door to me. He cleared the forest and from the logs built that cabin. Bob loved "God's beautiful world." He loved to hunt, fish, and dive into that icy, blue water of Lake Chelan. But war came, and Bob volunteered, and was one of the first fatalities of World War II. The flag, that came home with Bob, talks to me every hour that it flutters there in the breeze:

"What are you doing about war," it says. "Aren't you just playing politics with the destiny of mankind?" "Aren't you worshipping things instead of God?" "Aren't you trusting in the gadgets of science instead of in the deep, abiding human relations?"

"You're measuring Progress," says Dorothy Thompson, "in terms of luxuries, factories, industries, motor cars, radios, bushels of grain, tons of steel, frigidaire, nylons, icecreams, candy bars, movies, and bombs."

God forgive us if, as teachers, we have failed our pupils and continue to fail them. Balance, courage, speed, for the hour is late—world vision and stretch! It's des-

perately important, for on our backs we carry not only the old and helpless but little children and future generations everywhere.

A mountaineer for the first time saw army paratroopers practicing in a remote area. He was tremendously excited and called out to his wife: "Quick, maw, bring the shotgun. The stork's fetching 'em full grown now."

In 1950 our problems are full grown.

None Walks Alone

There are no hermit nations. On civilization's tightrope none walks alone. The West will die or conquer, says Winston Churchill. And the weapons of World War IV, warns Einstein, will be stone clubs. World War III, we are told, may wreck civilization. But before that happens, I know one thing—we women will have given every ounce of our life's blood. We will be there, hanging on to that rope to the bitter end, if need be. At this moment, more than ever, I'm rededicating myself to peace and world understanding. And I know that you are doing the same.

We're on the verge of fathoming and using the shiny stuff from which the very universe was created. To our sorrow, we already know what the blazing stuff of the sun can do when bottled into a bomb. Isn't there some way that we can reach out and lay hands on shining soul stuff that somehow, through some magic alchemy, will cement man to man, nation to na-

tion, so that we may all live together in brotherhood? It's still an ideal that challenges and beckons.

Educators have always dreamed of world peace. Once, at a World Conference of Educators at Edinburgh, I sat down with the representatives of sixty-two different nations. Together we worked on mutual problems. Not all of those problems were solved, but a spirit was created that made for eternal goodwill. This side of heaven I do not expect to know greater exaltation than came to me at the end of that conference, when we joined hands and sang together: "Blest Be the Tie that Binds." Many, with a shine in their eyes, sang the words in their own native tongues.

With hand extended in sisterhood across the seas, we can make a living chain that will lift humanity everywhere. It is no idle dream. We are doing it through letters, our messages of cheer, our CARE packages, and our international projects, and friendship.

Cyrano de Bergerac, you recall, took a fabulous, imaginary ride through the sky on a great white charger. Upon his return from that celestial adventure he exclaimed excitedly:

"The ether clings to me
I have traveled far
My eyes are filled with star
dust
On my spurs are shreds of a
planet's hide
See, on my doublet is a comet's
hair."

Does any star dust cling to you?
"Reach for a star! You may not
get it, but at least you will catch
stardust on the tip of your finger."

"Measure me sky
Tell me I reach by a song
Near the sky
I have been little so long.

Weigh me, high wind
What will your wild scales re-
cord?

Profit of pain
Joy by the weight of a word?

Horizon, reach out
Catch at my hands, stretch me
Rim of the world, taut,
Widen my eyes by a thought

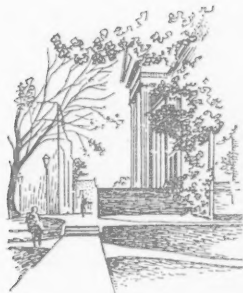
Sky, be my depth
Wind, be my width and my
height

World, my heart's span
Loneliness, wings for my
flight."

Rider of civilization, what is

your outlook? Whither your goal?
John Noel in his "The Story of
Everest," describes the mighty
mountains that fringe India on the
north: 100 peaks each 24,000 feet
in height, 200 peaks each 26,000
feet in height, 6 super giants of
27,000 feet in height; and crown-
ing them all Mt. Everest, more than
29,000 feet high. When the author
was asked why men are constantly,
at the risk of their lives, lured to
the summit of Mt. Everest, he re-
plied: "To get God's view of
things."

And that, ladies, is the chief rea-
son why I am proud to belong to
Delta Kappa Gamma. Through
this sisterhood, with its towering
ideals, scope of vision, and breadth
of program, and soul-depth of its
tenderness and love, I am the bet-
ter able to live, and help others to
live, as they do on the free, open
range, and as the Master himself
intended all of us to live, joyfully
and abundantly.



Iowa



Teacher Welfare in England

M. MAY COOK

WITH the words, "Teacher Welfare," a picture springs vividly to mind. As I addressed teacher groups in the area in which I was teaching in England a year ago, one young headmaster invariably would say: "You in the United States have higher salaries than we have, you have other advantages that we haven't, but we have something that I wouldn't exchange for all your advantages." Shaking his head reflectively, he would continue, "I could not see myself asking for my salary each year, not knowing what it would be until the Board of Education decided on it. How much better is our plan where our salary is determined nationally. Each teacher knows what he will have. There is no variation from year to year, or from locality to locality."

This uniform salary scale is a gain in teacher welfare which is

prized highly by the British teachers. Salaries in London are somewhat higher because of higher living costs there, but otherwise teachers of the same training and experience and of comparable assignments receive the same salaries all over the kingdom, except that the salary scale for men is higher than the scale for women. Thus, for qualified teachers, the minimum and maximum for men are £300 and £555, respectively; for women, £270 and £444, respectively. (Multiply by \$2.80 to translate into American dollars today.)

The British Education Act of 1944 reconstituted a committee set up in 1919, headed by the late Lord Burnham, and thus known as the Burnham Committee. This committee recommends the uniform salary scales for the teachers. Their recommendations are presented to the Minister of Education who can

accept or reject, but not alter them. If he rejects them, the committee has to work over its plan. If he accepts them, they are then compulsory in all state schools, i.e., tax-supported schools. The present scale went into force on April 1, 1948, and continues to March 31, 1951. The personnel of the committee is made up of an equal number of representatives from Education Authorities and from teacher groups. They are referred to as the Local Education Authorities' Panel and the Teachers' Panel. Either panel may terminate the scales in use by serving a 12-month notice to the other panel. This would possibly have been done by the Teachers' Panel in an effort to raise their salaries were it not for the request of the government that all salaries remain fixed while the country is striving for economic stabilization.

ONE of the teacher groups in England that have accomplished much for teacher welfare is the National Union of Teachers. This is not a trade union. It was founded in 1870 and is a Union of Local Associations. It gives to its members individual protection in all phases of professional life and duty. It is just as mindful of the interests of school children as of teachers, as it supports the best educational standards. The influence of the Union upon teacher welfare is noted in its statements of Professional Aims as quoted from its *Prospectus*:

"Professionally, the Union works for the establishment of a highly qualified, publicly recognized, independent, learned profession, with emoluments and other conditions of service commensurate with the importance of their work for the state. The Union therefore seeks:

1. To establish a united educational system and a united profession.

2. To secure that every teacher should be of graduate status and trained. Training courses should be varied, but in no case should the full course be less than four years. Every training college should become an integral part of a university, and should provide an alternative, but equivalent form, of training to that followed by the student working for a degree. The degree taken at the end of such a course should be an award of the university.

3. To secure salaries dependent on qualifications, experience, and responsibilities and not on sex or type of school.

4. To secure better conditions of tenure for all teachers.

5. To secure the establishment in all schools of the right to appeal as a safeguard against the unjust dismissal of teachers.

6. To secure greater freedom for teachers in the formation of schemes of work suitable to the educational needs of the child. (This sixth aim refers to the fact that, until recently, outlines for the subjects taught were made by the head of the school. Rarely was the

teacher given an opportunity to assist in the planning of these outlines.)

7. To secure the removal of irksome conditions of service.

IT IS doubtless because of united effort through the Union that teachers' salaries have been improved, and suitable pensions have been secured. The National Union of Teachers also has a legal department which gives both advice and assistance to members on professional matters. British teachers have attributed some of their success nationally to the fact that a number of teachers have been elected to Parliament. Thus, these members of Parliament speak for the teaching profession in House debates. Miss Jenny Lee, M.P., wife of Aneurin Bevan, Minister of Health, was one of the dozen school teachers in the last Parliament.

British teachers may retire at 60; retirement is compulsory at 65. A frequent topic of conversation as we visited in the staff room at the lunch hour was, "What are you going to do with your superannuation when you retire?" Some planned a trip to the United States, some to South Africa, some to buy the cottage of their dreams. Of course I sought information regarding this new term. I learned that 5 per cent of their income is paid into a pension fund. To determine pension payments at retirements, an average of the salary for the last five years is taken. The retiring teacher receives a lump

sum of $x/40$ of this average (x represents the number of years taught; 40 is the maximum number of years that can be used for x). The annual pension is $x/80$ of the average for the five years. (Again x is the number of years taught with 40 being the highest number used.) It is the lump sum of $x/40$ which is usually referred to as superannuation and which is often used for a very special trip.

Teachers in schools for handicapped children are paid on a slightly higher scale than are teachers in regular schools. Education Authorities maintain schools with regular instruction in children's hospitals and in children's wards of other hospitals.

ANOTHER phase of teacher welfare has to do with living quarters for the teacher. One of the first questions asked me by a colleague was, "How are you fixed for digs?" It was sometime later that I was able to interpret the question. "Digs" refers to board and room in the same house. In general, English teachers pay about the same as we do in the United States for their living accommodations. It is difficult to find satisfactory accommodations in industrial areas. Bathroom facilities are often lacking in the available lodgings in these areas. One of my colleagues was at home on weekends. Each Wednesday she visited a married friend in a nearby city where she indulged in a mid-week bath. This is not an uncommon situation in

an industrial area. Because of the acute housing shortage in England, it is almost impossible to find apartments for single women.

Few American teachers enjoy as liberal a sick leave as do British teachers—three months on full pay plus three months on half pay. Teaching time there is set up quite differently from ours. The usual school year is from the first Monday in September to the last Friday in July. It is their theory that teachers and pupils are better off if there are rather frequent breaks from school work. So approximately each 6-week period has a holiday (vacation) time in it. It may be a break of two weeks or more at Christmas or Easter, one week at Whitsuntide, or a long weekend as the Friday before and the Monday and Tuesday after Shrove Sunday. The regulation is that there shall be at least thirteen weeks of holiday (vacation) during the twelve months. Many schools, and particularly the grammar schools, have more than that.

British teachers haven't the summer school habit as have American teachers. Perhaps it is because of the extremely short summer vacation. There are special one-day lectures and demonstrations at times on Saturdays during the year when teachers attending receive information regarding the latest developments in the subjects they are teaching. School heads are often off for refresher courses or planning sessions of from two days to two weeks. The frequent holiday

times are used to good advantage, though, for, on the whole, the British teacher is a much-traveled individual. Weeks before the holiday time, plans and reservations have been made for a hop to Ireland, or to Holland, or to Switzerland, their favorite holiday trip, or to one of the interesting spots in their own country. The holiday in their own land can be so varied. It may be spent quietly at the seashore, or on a farm. It may be a more rigorous holiday such as mountain climbing in Wales, the Lake region, or Scotland, or a hiking or cycling tour, spending the nights in the youth hostels that are found in every town and village.

Planning ahead for the future appears to be a national characteristic of the British people. The Education Act of 1944, which was a decided advance in the development of the schools of their country, was formulated in the midst of the last war. And now planning is going on for improved school buildings. While there I saw blueprints for magnificent school plants planned for industrial areas in North Lancashire. These buildings, which are needed very much to replace those obsolete after centuries of use and those lost by bombing, may not be realized for many years because of present building restrictions. An acute housing shortage, coupled with economic difficulties, means practically no new school buildings now.

Thus far we have been looking

at the British teacher. Perhaps it would be well to close with a picture of the welfare of the American teacher as seen by a Britisher. Brogan, in his book, *The American Problem*, states: "It is true that teachers are relatively badly paid

and have an inferior social as well as economic standing, insecure tenure and politics making their condition worse. More money spent on men might get better results than more money spent on buildings."



Stanford



The Power of an Idea

MARY VIRGINIA MORRIS

THE International Relations Discussion Group, at the 1947 Summer Conference of the Department of Classroom Teachers of the National Education Association, discussed ways by which the NEA Department of Classroom Teachers could make the best contribution toward creating and fostering "International Good Will" and "World Peace."

The members of the group agreed it might be a good plan for teachers to concentrate their service for the school people of other lands. Many reports of the misconceptions people in foreign countries have about America and Americans had been received by the teachers in this country. Someone suggested that since "seeing is believing" perhaps the best service American teachers could render to promote a better understanding of their country and its citizens would be to bring school people of other nations to visit the United States.

Another idea was for the teachers of America to pay the expenses of their overseas colleagues when the latter traveled to America to

get first-hand experiences in the "American Way of Life."

The International Report was enthusiastically accepted by the representatives. To show their good faith each of the 160 representatives contributed \$10.00. This money was to be applied toward the expenses of the first overseas visiting teacher.

This idea took on a great significance. The representatives could see what an effective plan this could be if all members of the National Education Association participated.

When this idea developed into a project it was taken to the Executive Committee of the National Education Association for its consideration and approval. It was adopted, and the campaign for contributions for the Overseas Teacher Relief Fund was launched in October 1947.

The Overseas Teacher Relief Fund was promoted through convincing articles in the *NEA Journal* and Form Letters were sent to state education associations which in turn made the appeal to the local associations in their state. The lit-

erature suggested a \$1.00 contribution from each teacher.

Never was a campaign more successful. It had such a great appeal that funds began to pour into the NEA Headquarters from every area in the United States. The school people, during the period from October 1947 to June 1949, contributed \$395,336.52 for the Overseas Teacher Relief Fund.

THE money spent for 1947-1948 was allocated as follows:

(1) CARE food and clothing packages to 11,650 teachers in Europe; 1,500 teachers in the Philippine Islands; 1,000 teachers in Japan.

(2) \$36,000 to Chinese teachers —\$30,000 to the rural life experiment program of the Mass Education Movement in Szechuan Province and \$3,000 each to Child Education Association and the Education Society of China.

(3) \$3,898 for surgical equipment and supplies to the Teachers Tubercular Sanatorium at Zakopane, Poland.

(4) \$10,000 to furnish the Teachers Pavilion of the Manuel Quezon Tubercular Institute in Manila.

(5) \$35,000 for professional books to teacher organizations and institutions in devastated countries —\$20,000 for 85 sets of 100 new books and \$15,000 for processing and shipping 150,000 used books furnished by local education associations and teachers.

(6) \$4,000 for replacing Philip-

pine Island libraries destroyed during the war.

(7) One-sixth of the Fund for 1947-1948 brought teacher leaders to this country for a few months study of our democratic education.

Seventy school people from twenty-one countries have been visitors to the United States. A number of overseas teachers will be visiting in the United States this year. Their visits have never been less than three months. Those who were able to get a longer-leave from their school duties stayed a longer time.

These visitors were selected with the help of the national teacher organizations and the foreign office of each country. Then the visitors had to be approved by the State Department of the United States.

Money was not the only thing needed to make this project a success. Another important factor was for school people to extend gracious hospitality to these overseas guests. It was agreed that it would be the responsibility of the school people to provide many opportunities for the visitors to have rich and varied experiences to learn about the "American Way of Life."

IT WAS done. The overseas teachers' itineraries were planned so they could spend some time in study, visitations to public schools, civic functions, and sight seeing.

These visitors were assigned to different areas in the United States in order that all school people might have the opportunity and privilege of serving as hosts and

hostesses for these guests. This arrangement gave the overseas teachers a chance to see many states in the different regions of the United States. It proved to be a very effective arrangement when they met at the university where they compared notes and discussed democratic education and the democratic form of government.

The six Regional Directors of the NEA Department of Classroom Teachers had the responsibility of planning the itinerary, arranging visits to public schools, and securing hosts and hostesses for each day of the visitor's stay in the region.

This difficult assignment was made a pleasant and successful one by the gracious response of the school people of the nation. The procedure was somewhat as follows. The Regional Director would write the president of the State Department of Classroom Teachers or a key teacher in a state in his region. This key teacher leader in turn assumed the obligation for the visitors while they were in his state. Each teacher gave every visitor as many and varied experiences as could possibly be crowded in their too-brief visits.

THE overseas guests saw the National Parks (in the areas they visited), town, city, county and state government in action, visited rural, urban and city schools from the kindergarten through the university. The last opportunity gave the visitors a cross-section view of education in the United States.

They saw Americans at work in the factory and field. They met people in the professions and industry. They attended baseball games, concerts, picnics, dances, weddings, tennis tournaments, movies, boat races, a circus, state and county fairs, football games, legitimate theatres, basketball games, rodeos, auctions, women's and men's service club meetings, receptions, funerals, churches, ice shows, formal and informal dinner parties.

These guests visited ranches, farms, and in large and small cities. They were guests in small and large homes. Their hosts and hostesses were both school and lay people. They used private automobiles, trains, buses, and airplanes for transportation.

Most of these overseas visitors had a misconception of the United States and its citizens. Some of them were warned about coming to visit the United States as the guests of the National Education Association. They were afraid they might be propagandized by the capitalists of this country.

Perhaps the finest compliments paid to the United States and its citizens were these three:

(1) They found that not all American people were rich and money mad.

(2) Americans are not like those they see depicted in the movies shown overseas.

(3) They found America a beautiful country with many resources and the Americans a kindly, sincere and gracious people.

More than once the writer heard these overseas teachers say that when they returned home they could refute the many misrepresentations that have been made about the United States and its people. They had seen America and had an opportunity to know and to like Americans.

These overseas visitors not only made talks about America to their co-workers in school but also to the members of their church groups and lay organizations. Many of them took pictures of the different places they visited while here. They made slides of these pictures and used them to illustrate their talks. All of them wrote articles for local and city newspapers and magazines of their countries.

It is interesting to speculate what the potential influence of these overseas visitors' formal and informal talks about America and

Americans may be.

Thus an idea, which originated in a small group of International Relations-minded teachers at the Oxford Conference of the NEA Department of Classroom Teachers, developed into a worthy project.

The Overseas Teacher Relief Fund of the National Education Association has given hundreds of school people a chance to make a contribution to this fund and to participate in entertaining the overseas guests.

It would be difficult to measure the far-reaching influence and power of this idea. One feels safe in saying the NEA Overseas Teacher Relief Fund has been an important factor in making members of the National Education Association more International Relations-minded and more eager to participate in every way in the making of "WORLD PEACE."



Bryn Mawr

Democracy via the Mailbox

JEANNIE LOWDON

THE mailbox—that impartial guardian of letters, picture postcards, seed catalogs, and monthly bills—is an important link in carrying the teaching of democracy to far places. The University of Nebraska Extension Division, in cooperation with the Teachers College, through its high school social studies program is using the mailbox to bring new and broader opportunities for democratic thinking to boys and girls who study by correspondence and look to the mailbox for at least part of their educational contacts.

Since the students who register for high school correspondence courses at Nebraska are in the main those who cannot obtain such work in the classroom, the opportunities for taking democracy to them are far-reaching. In general, these correspondence students fall into three groups: (1) those who have no high school facilities at hand, (2) handicapped children who are unable to attend regular classes, and (3) children who have special needs which cannot be adequately provided for in their home schools. The program is designed for all three groups, and while the largest number of pupils is in the last group, benefits to the other two groups are probably more varied,

because these children have the least access to libraries, newspapers and magazines, motion pictures, and government units at work.

THE new emphasis on teaching of democracy through the high school social studies section begins with the planning and writing of the social science courses and is carried on by the teachers of these courses. The social science program has been carefully studied and mapped out by a group composed of the Curriculum Specialist for the University Extension Division, the Supervisor of high school instruction, advice, suggestions, and admonitions of others in the various fields of social studies. Fortunately for this program, both the Curriculum Specialist and the Supervisor came to the Extension Division from stimulating teaching experience in high school history classes.

THE latest American History course is in itself a practical demonstration of democracy, in that it provides informational material on two different reading ability levels and thus makes its teachings available on more nearly equal terms both to good readers and poor ones. It required diligent search to find two textbooks, one on the usu-

al eleventh or twelfth grade reading level, the other, on about a ninth grade level, both of which were so constructed in arrangement and content that they could be used interchangeably with one set of teaching materials. The next step was to design a course which would enable the student to consider national situations in the light of their influence and effect on the different segments of population even to his own community and his own life. Instead of memorizing a list of dates, the student studies causes and results, traces influences, and ponders what might have happened had this or that action or legislation been different. The Dutch ship of 1619 which brought the first Negro slaves to American soil is not a single statement in an early unit of study, but a recurring thought in connection with such things as the Civil War, recent race riots, recognition of George Washington Carver, and the accomplishments of Dr. Bunche. The Work Sheets encourage the student to relate his study to his own surroundings and his opportunities for constructive citizenship in a democracy. Through listening reports, he keeps track of the United Nations, the doings of Congress, and the progress of his own community. Reading reports provide incentive for wider acquaintance with newspapers and magazines. A wide variety of listening and reading is provided for so that every student may be able to take part; for, the members of this

American History class range all the way from the children of trappers near the Arctic Circle, children of occupation personnel in Japan and government representatives in isolated places, to boys and girls in two- and three-teacher high schools, and crippled and bedfast children in sandhills ranch homes. This course has a theme or slogan which appears on the first page and is touched upon at intervals throughout the course. It is, "I shall light my one small candle instead of cursing the darkness." At the close of the course the student tells in an activity report what he has done during the weeks of his study to light his one small candle.

MUCH of the success of this program of social studies lies with the teachers who read the student's lessons. The teacher writes to the student as soon as his registration is received. She reads his lessons, tells him of important legislation which is pending, asks if he heard certain radio broadcasts, and what he and his family think of some legislation—especially that which affects his particular community. A "lend-lease" library containing newspaper clippings, government bulletins, back numbers of certain magazines, and other pertinent material supplies articles to be sent to students who do not have easy access to newspapers and magazines. Sometimes, student materials are exchanged. A student in Alaska may send in a clipping on fishing or a related industry, and the

clipping is sent on to a student in Hawaii or some other distant place. Usually, the "lend-lease" material is returned to be used over and over again.

As old courses are replaced and new ones are added to the high school social studies program of the

University of Nebraska Extension Division, each new course is designed to broaden the student's interest and understanding in the present as an outgrowth of the past and to kindle his feeling of responsibility as an informed, active member of a democratic society.



Teachers of the World Meet in Ottawa, Canada

M. MARGARET STROH

ON JULY 16 teachers from 23 nations converged on the capital city of Canada for the fourth meeting of the World Organization of the Teaching Profession. For a full week more than 200 delegates representing organizations totaling two million teachers of the world joined in conferences designed to raise the status of teachers and to promote peace through international coöperation in education. Representatives of two other international organiza-

tions, namely the International Federation of Teachers Associations and the International Federation of Secondary Teachers were on hand. There were observers as well from Denmark, France, Germany, Italy, Mexico, and Norway.

The colorful and significant conference was covered by an impressive staff of press representatives headed by Benjamin Fine of the *New York Times*. This was the fourth meeting of the young organization, and by all odds, its

most successful conference. In the two years that have elapsed since the London meeting, the organization has grown tremendously in stature and promises to be the most significant voice teachers of the world have ever had. The conference was memorable, too, because for the first time, it was possible to have observers from Japan and Germany. Had not war broken out, a delegate from South Korea would have been in attendance. The conspicuous absence of Russia and its satellites emphasized the growing cleavage between the East and West.

OF course the delegation from the United States was the largest in number, but the Canadian Teachers Federation was a close second. It was interesting to us to note that of the United States delegation, there were 25 members from the Delta Kappa Gamma Society. There were 22 who were able to sit down to luncheon together in the spacious dining room of the Chateau Laurier, and they came from the far corners of the United States. The National Executive Secretary was the official delegate for the Society. She was also certified as a National Education Association delegate as were other members of the Delta Kappa Gamma group.

Long tables were arranged for the delegates, in the Assembly Hall, and they sat in alphabetical order, thus giving prominence to such countries as Bolivia, Brazil, Haiti,

etc. The United States delegates sat at the rear of the room in order to be less conspicuous and were joined in that part of the room by the members of the Canadian Teachers Federation who were the hosts. Every effort was made to assure small countries a hearing on any matter about which they desired to express themselves. Both the United States and the Canadian delegates made themselves as inconspicuous as possible and tried to make it clear that they had no wish to dominate the thinking of the organization. The official languages used by the conference were English and French. Interpreters were provided for the French, Italian, and German representatives.

The conference was devoted primarily to a consideration of teachers' salaries and to the formulation of standards which would be applicable to any part of the world; to education for world peace and the means through which this might be achieved; to improved school public relations; and finally to a prolonged consideration of a proposed constitution designed to unite all present international organizations of teachers into a World Confederation of the Teaching Profession.

The proposed constitution, which had been a focus of public attention for the past year, probably aroused more interest than any other one aspect of the program. If the proposed constitution, upon which preliminary work had been done by representatives of the In-

ternational Federation of Teachers Associations and the International Association of Secondary Teachers and the World Organization of the Teaching Profession, is accepted, and a confederation achieved, then the merger will include approximately 2,500,000 teachers over the world from every country except those behind the Iron Curtain. It was agreed last year, after prolonged and sometimes acrimonious discussion, that five representatives from each of the three groups mentioned above should meet in Paris and attempt to formulate a constitution which would assure this world confederation. The five representatives of each group agreed to support the constitution which it required many days to evolve and to report back to their own groups and urge acceptance. Our own members should be keenly interested in the outcome of this discussion of a constitution for a new world organization because if accepted, it will mean a sharing by the teachers of the world of common interests, problems, and responsibilities in a way that has never before been possible.

THE fifteen representatives of the three organizations, IFTA, FIPESO, and WOTP, will meet again in Paris this fall in an attempt to complete the constitution and to resolve such differences in opinion as still exist. The matter of affiliate membership for organizations such as ours is one of the moot points in discussion and has not yet

been resolved. The voting strength of the various national members has not been finally agreed upon. Dr. William Russell, the president of WOTP, urged strongly that the delegates in attendance at the meeting of WOTP should not hamper the work of the committee charged with the main responsibility of writing a document which would be acceptable to all groups by too much amendment of the draft constitution. He was emphatic in his belief that unless IFTA, FIPESO, and WOTP can find the means to merge into a harmonious confederation, the Communists will seize their opportunity to create greater schisms than now exist. Dr. Russell believes that although the draft constitution does not give the members of WOTP the predominant role in the new organization, nevertheless, it is of vital importance that we be willing to yield some of our inherent beliefs and perhaps prejudices in order to bring about a union of teachers from over the world that will be impregnable. To this end, the members of the Delegate Assembly made as few changes as possible in the draft submitted to them and sent their five representatives back to the meeting in Paris in the hope that mutual agreement might be effected.

In the meantime, the Delegate Assembly went on record as reaffirming its faith in WOTP. The delegates stated their belief that there must be a sharing of the teachers of the world of common

interests, problems, and responsibilities and in exchange a development of common elements in education and ideals by the countries. They recognized that inevitable national differences must be maintained, but that all of us could learn one from the other. They enunciated their faith in a world confederation so that freedom-loving teachers in all parts of the world might attain membership in the federation. They urged the continuance of the negotiations, but emphasized the fact that until such a confederation can be effected successfully, *WOTP as it is must be kept alive and flourishing.*

Adequate salaries for teachers in every country were stressed, and the need for fully qualified, well-trained teachers in every schoolroom in the world was reiterated. The committee in charge of the study of this problem insisted that there must be financial assistance from central governments in order to assure the maintenance of adequate salaries for all teachers. The committee voiced its concern, however, that local control must be carefully defined and safeguarded and voiced its opposition to centralized, federal control. The committee also stressed the fact that the term "professional salary" must mean a remuneration equal to that received by members of other learned professions; administrators, grades of civil service, and leaders of business and industry. The committee voiced its conviction that sex, race, creed, type of school, and

location thereof are not valid elements for establishing differentials in salary. Merit systems were condemned as being fraught with danger. The committee went on record as believing that leaves of absence for study, travel, and exchange service should be allowed teachers who have given outstanding service. It was recommended and passed by the Delegate Assembly that WOTP make a comparative study of teachers' salaries and the principles on which scales for salaries the world over should be based.

A CONSIDERABLE portion of time during the meeting was devoted to the reports of various members of WOTP on the efforts made in their countries toward education for peace. The National Union of Teachers of England and Wales, the Malta Union, the Teachers Institute of Ireland, the Teachers Council for Peace from Norway, the Istanbul Federation of Teachers Association, the South Australian Teachers Union, the Educational Institute of Scotland, the New Zealand Teachers Institute, the Philippine Public School Teachers Association, the Canadian Teachers Federation, and the National Education Association all made distinguished and provocative contributions to the consideration of this compelling topic. After all of these reports of the activities of the national organizations represented had been made, a sectional meeting convened, and the com-

bined report was made at one of the final meetings. Certainly no other topic on the agenda of the conference merited or received a greater amount of attention, but inasmuch as so much has already been written on this subject, we shall omit further comment on the matter for the present.

The question of public relations and the ways in which schools may achieve better understanding with the tax-paying public was a subject of great interest to a large number of people present. It was the consensus of opinion among all those who participated in the reports of the ways in which good public relations may be achieved that the teacher himself is the most important single factor in a good program of public relations. It was emphasized that the extent of support given an educational program by the taxpaying public depends upon the faith that it has in the program. A public that is adequately informed will contribute much more generously to its maintenance and support of education than if it is kept in partial ignorance of the objectives of the educational program. There was a strong plea for the participation of business, agriculture, labor, and similar organizations in plotting the educational program. It was reiterated again and again that any public relations program for the schools that is successful must enlist the active cooperation of these organizations in order that educa-

tion may produce better consumers, workers, and producers.

The social occasions that were provided, first, by the delightful tea given by President and Mrs. Russell, second, the tea given by the Canadian Federation of Teachers, third, the picnic sponsored by the Ottawa teachers, gave many opportunities for pleasant contacts with visitors from other countries.

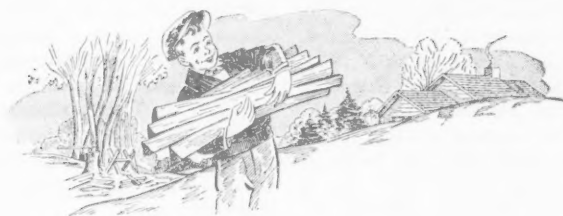
THE eloquent final addresses by Dr. George S. Counts on "Teachers Behind the Iron Curtain" and Dr. William G. Carr, Secretary General, on "Practical Goals for International Teachers Associations" furnished a splendid climax to a week brim-full of inspiration and the kind of intellectual stimulation that most professional people crave and experience all too seldom. Dr. Counts' revelations from documentary evidence of the way in which the Soviet educational program embraces all the organized processes and agencies for the molding and informing of minds both young and old was a startling exposé of what Russia is actually doing. Dr. Counts presented one documented source after another in his effort to show that all these agencies are being forged into a single mighty weapon designed to subdue the rest of the world. In the words of Joseph Stalin himself, "Education is a weapon whose effect depends upon who holds it in his hands and at whom it is aimed." We in this country fail to realize the enormous power of the Soviet program

of education, which includes not only associations of every description of children and youth, of industrial workers and collective farmers, of soldiers and sailors, of technicians, but also comprises the press, the radio, the library, the theater, the moving picture, and even the circus, literature, music, painting, and science. The whole process of organized oral persuasion has been taken over and perfected by the Communist Party, and this is the kind of powerful weapon the Soviet Union aims at whomsoever and whatsoever it wishes. It was a terrifying and soul-searching kind of address, and every delegate present went away with a feeling of the tremendous import of the message.

In many other publications our readers will find detailed accounts of the splendid sessions of this conference. Members should be on the alert to acquaint themselves with the changing aspects of the World Organization. They should try to discover what disposition has

been made of the draft constitution for the proposed World Confederation and of the part that we as an organization may play in future developments.

No one could attend this meeting of the WOTP and go away without being aware of the enormous potential influence of teachers in effecting the peace of the world. Likewise no one could go away without being made newly conscious of how far genuine good will may take fair-minded and idealistic men and women in their search for mutual understanding. That the way to ultimate world understanding among teachers is still long and that it is still rough because of the innumerable rocks of prejudice and bigotry is no reason why we should forsake the quest. No one could leave the Ottawa conference without feeling grateful for the opportunity of having been there and without a new sense of spiritual refreshment because of the mingling together of men and women of good will.



The President's Page



GREETINGS to all Delta Kappa Gammias everywhere. In behalf of the newly elected national officers I desire to extend our best wishes for your personal success and for the continued progress of all worthy group activities.

This year, as chapters focus attention upon "Teacher Improvement," there will be opportunity to seek values desirable for women teachers in the modern, social order. Modernity is a relative term given to today by yesterday and to tomorrow by today. From the past one should take its fires, but not its ashes. Christopher Morley warned, "It will be a shock to men when they realize that thoughts that were fast enough for today are not fast enough for tomorrow. But thinking tomorrow's thoughts today is one kind of future life." In it there is no place for pettiness or for standardized ideas.

Difficulties and emergencies have

ever been spurs to progress. It was darkness that brought forth the lamp; fog that produced the compass; hunger that drove men to exploration.

Time and again, a lack of understanding has caused man to surrender some of his freedom for lesser values which, at the time, seemed more desirable. Later, realizing that cherished freedoms are coupled with acceptance of responsibilities, man persisted in recapturing his lost rights.

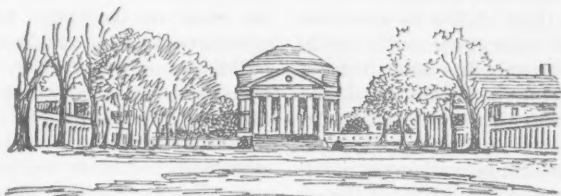
And so each crisis brings its compensating values. To Delta Kappa Gamma has come a renewed emphasis upon forthrightness; upon improvement of business procedures; upon final authority being vested in a large, representative board; upon refinements being effected gradually through recognized channels.

The Chinese utilize two distant characters in their writing to depict

crisis—one denoting danger; the other, opportunity. There is danger that we may be too apathetic, too vacillating, too uninformed, too fearful in attacking problems. That must never be. But, happily, opportunity is also part of every crisis. That opportunity to crystallize our philosophy, to formulate a better way of work is now ours to use constructively.

Rededicating herself to service in Delta Kappa Gamma, your national president accepts these responsibilities as a challenge to straight thinking and careful planning; and she believes that, with your coöperation, the way may be found to accomplish what is best for our Society.

EUNAH HOLDEN,
National President.



Virginia



Washington

NOTE—This survey was conducted among Delta Kappa Gamma members in New York State during the years 1948-50 as a state research project.

THE TEACHER--Her School and Community

CELENA M. SOUCIE

AS AN aftermath of World War II entire communities have been disrupted in regard to their ability to meet the needs of their increased population. Not only has there been a demand for more and adequate housing but there has been an urgent need for more and adequate school buildings and equipment.

The tremendous influx of the returning veterans into our secondary and higher schools of learning required immediate attention. In some instances these conditions were met in a very commendable manner, while in others only temporary and inadequate arrangements could be made. Certain areas in our country and in our great educational system became quite congested. In the field of

education it vibrated through the entire system from the earliest years of entrance through the highest seats of learning. Crowded conditions in some classrooms and buildings prevented the learner from experiencing anything except the bare essentials. The teacher who lived and worked under these conditions had many unique experiences, both in the community and the building in which he served. Housing facilities were not ample to meet the needs of the community as in the manner of pre-war days. Many persons were forced to move to urban areas necessitating some inconvenience in transportation and accessibility to places offering educational advantages, cultural entertainment, and in-service training. These and other

factors following World War II changed the entire complexion of many an average home.

Just as pleasant and desirable home conditions are two of the basic needs of family life, so also are feelings of coöperation and security requisites for places of work. There are a few schools that "still exist in, but are not a part of, their community." Teachers are not accepted in all social groups and are not represented on local governing bodies. They are expected to work in poorly lighted and ventilated buildings although industry has learned that a good physical plant facilitates effective workmanship. There are other communities that use their schools as a nucleus for improvement. It is the molding clay in which good citizens are formed. The very citizens who are to administer to our own United States in years to come. With this in view, the physical plant, the equipment, the instructors, and the type of teaching are being synchronized to the needs of the learner to instill in him a sense of responsibility as a citizen of the society in which he lives. The school's philosophy is known and appreciated in the community. Unity exists. On the Kindergarten Report Card of Niagara Falls, New York, we read the following verse:

"I saw tomorrow marching by
on little children's feet,

Within their forms and faces
read her prophecy complete.

I saw tomorrow look at me
through little children's eyes,

And thought how carefully
we'd teach if we were wise."

In making the state-wide research on Teacher Welfare for Delta Kappa Gamma, only two main aspects were considered; namely, the physical set up of the school plant and the community, secondly the non-tangible or emotional feeling existing between the teacher, her work, and the community. We were cognizant of the fact that the questionnaire reached a very small portion of the teachers of our state, but we felt it was widespread enough to render many of its aspects valid. Approximately 61 per cent of those answering the questionnaire were classroom teachers, 19 per cent were administrators and the remaining 20 per cent supervisors or special teachers as: reading specialists, librarians, college professors, psychologists, directors, counselors, visiting teachers, school physicians, and school nurse teachers. Forty-three per cent were associated with the elementary school, 14 per cent with junior high, 31 per cent senior high, 10 per cent college and university and 2 per cent in other fields as rural, central, and state institutions. The geographic area covered our entire state from its metropolis, New York City, to the Adirondack Mountains on the north and the fruit belt on the west.

FROM the survey, the teaching time averaged a six-hour day for ten months of the year, although

five people indicated they worked nine months and one worked twelve months. The average class enrollment was 28 in the elementary field and 27 in the secondary. In the secondary field the average teaching classes per week were 24, study halls five and faculty meetings two per month. There was a wide variance in lunch time with an average of 43 minutes. Ninety-three per cent claimed classroom seating space sufficient, but 24 per cent claimed poorly lighted rooms, 20 per cent poorly ventilated, and 22 per cent poorly equipped. Ninety-five per cent had the services of a school doctor, 96 per cent a school nurse, 72 per cent a dental hygienist, 83 per cent library facilities, but only 78 per cent counseling service and 65 per cent psychological service.

One of the best ways to further personal growth as a teacher is to participate in professional conferences, yet only 68 per cent were allowed time allowance for professional meetings. Ninety-six per cent claimed they willingly served on committees and 93 per cent claimed they tried to "sell education" to those in their community.

PROMOTIONS

Basis for	% Yes
Within the system.....	90
On seniority basis	71
On qualifications	95
By political influence	39

In answering the question, "Do women receive the same considera-

tion as men in promotional policies?", 60 per cent were in the affirmative. Forty-four per cent said there was an age limit on hiring new personnel and 91 per cent checked that they worked under tenure. Eighty-four per cent claimed there were no restrictions on employment of married women.

PROVIDED BY THE UNIT

Opportunities	% Yes
In-service training	49
Sabbatical leave	28
Adequate sick leave	82
Medical examination for new appointees	43
Annual free health examination ..	19
Teacher's credit union of any type	50
Tenure	91

PAYROLL DEDUCTIONS

	% Yes
Government Bonds	47
Hospitalization	57
Group Health Insurance	42

TO quote from "Proudly We Serve," a bulletin prepared by the Department of Elementary School Principals: "At the state level local problems can be examined in the light of experience in other communities operating under the same school law. Through national organizations plans can be compared on a still broader basis. Eventually through international groups it will be possible for educators to exchange views and practices on a world scale." Our questionnaire showed 96 per cent were affiliated with a local teachers group, 98 per cent with the state group, and 80 per cent with the na-

tional group.

It is interesting to note that the teacher is becoming more and more "a person in his own right and is entitled to normal freedoms and normal life." Eighty-four per cent who answered this question said they were free to express an opinion without fear of reprisals. Fifty per cent claimed the teacher's conduct was the concern of the community. Only 3 per cent claimed they were not free to practice their own religious beliefs. Seventy-five per cent stated that political pressure upon the Board of Education did not affect the teacher's status, while 66 per cent thought their local press had influenced public opinion in so far as it affected the teacher's status.

The teacher seemed to be a home-loving individual, as indicated by 46 per cent owning their own home and only 9 per cent eating all their meals at public eating places. The schools provided cafeterias for noon lunches for 61 per cent. They offered an adequately equipped teachers' room for 55 per cent, if they preferred to eat lunch there. Only 2 per cent stated that they were not happy in the community where they lived, and 2 per cent said they were not happy in the community where they worked. These are such relatively small numbers that it would seem that the majority had chosen a profession and community which were to their liking.

The questionnaire indicated that 93 per cent of those answering this

question lived within a ten-mile radius of their work. Of the 54 per cent that rented, 85 per cent claimed that their rent was commensurate with their income. Ninety-two per cent were satisfied with their living quarters, although only 10 per cent claimed that present housing facilities in their community were ample. Fifty-nine per cent stated that future city planning was providing for more housing.

NOWADAYS, communities have much to offer from an educational, cultural, and recreational point of view. To quote from the New York State Teachers Creed: "I believe in teaching that helps each student to become his best self; physically, mentally, emotionally, socially, and spiritually. For such teaching I must keep myself physically fit, mentally alert, and growing, emotionally poised and vibrant, socially aware of my responsibility to live understandingly, honorably, and generously with my fellow men, and spiritually attuned to uplifting and inspiring influences."

CULTURAL OPPORTUNITIES

<i>In the Community</i>	<i>% Yes</i>
Theaters	85
Concerts	94
Lecture Forums	85
Dramatic Groups	91
Choral Groups	92
Art Groups	93
Instrumental Music Groups.....	92
Others	81

Women teachers' status, accord-

ing to the survey, has risen to heights that now 91 per cent are accepted in all social groups; 76 per cent are invited to assist in educational planning; and 87 per cent are included in appointments on civic committees. Only 20 per cent reported they were not free to enter into political activities, although 31 per cent said they were represented in governing bodies. It was found that an average of 81 per cent made educational opportunities available to themselves, 89 per cent cultural opportunities, and 88 per cent social opportunities as: service clubs, professional and fraternal organizations.

In the foregoing statements drawn from the 246 teachers who answered the questionnaire, it would appear that teaching has many desirable factors. Questions on salary were definitely omitted because of the state salary schedule which prescribes to communities their responsibility. Ninety-four per cent of the participants claimed a spirit of coöperation existed with the supervisory personnel, and 87 per cent claimed there was a harmonious feeling among their co-workers. We are all agreed that happiness at work or play is absolutely essential for a well-adjusted personality. In view of this

and the other facts presented, a future study in the field of teacher recruitment might use this as very valuable material.

The percentages found by this survey present a very healthy situation among our women teachers. New recruits to our ranks enter a profession where its members are well established in civic culture and esteem. If they, in turn, could be instilled with a philosophy similar to that of the late William L. Phelps, our educational system would be a boon in every community. Mr. Phelps once wrote: "I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle—it is a passion. Teaching is an art, an art so great and difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes and his distances from the ideal.

"There never has been in the world's history a period when it was more worthwhile to be a teacher than in the twentieth century: for there never was an age when such vast multitudes were eager for an education or when the necessity of a liberal education was so greatly recognized."

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Teacher Education Studied at Indiana University

FROM June 27 to 30 inclusive a memorable conference convened at Indiana University in the Men's Quadrangle, newly erected residence hall for men. Constructed and furnished at a cost of four and one-half million dollars, this palatial student center was ideally equipped for such a conference. It contains 552 student rooms, 17 solarium lounges located on the terraced roofs, a giant main lounge in the dining hall wing, a library, five recreation rooms, and all sorts of additional facilities to minister to the comfort of students or conference delegates.

The conference was called and sponsored by the Commission on Teacher Education and Professional Standards of the NEA. It was superbly organized both by the headquarters office of the Commission in Washington and the University authorities who were responsible for the physical facilities of the conference.

Probably no more representative group of educators from all interested groups could possibly have been assembled than were present in Bloomington. The conference was divided into 28 groups, each of

which was headed by a chairman, an analyst, a recorder, and consultants. The groups were paired, and each two groups devoted themselves, after a preliminary presentation of the particular problem assigned to them, to separate discussions on the aspects of the program. At the conclusion of the study period, the groups again came together, pooled their findings, and agreed upon a combined report.

The objectives listed for intensive group discussion were: Institutional Objectives; Professional Personnel; Institutional Organization; Facilities and Resources; Financial Support and Financial Policy; Student Personnel Policy and Programs; Programs of General Education for Securing Initial Competencies as Related to Teaching; Programs of Specialization for Securing Initial Competencies as Related to Teaching; Programs of Professional Education; Provisions Beyond the Undergraduate Level for Maintaining and Increasing Teaching Effectiveness; Programs for the Preparation of Supervisors, Administrators, and Professional Personnel in Areas of Special

School Services; Institutional Services to School Systems and Teachers in the Field; Role of the Institution in Educational and Professional Leadership, and finally Co-operative Development and Application of Standards.

A great deal of material had been prepared for the guidance of group leaders and for the participation of teachers in the conference. Five hundred or more people who represented professional organizations and leaders the country over gave to the consideration of the problems suggested their best thinking. Key people from the Classroom Teachers Association, from state associations, from teacher education institutions, from specialists in the field were all there and provided in their thinking a background of experiences in understanding of these problems such as

no conference had been able to commandeer on any previous occasion.

An analysis of the preliminary report of the various groups was made by Philip Wardner, immediate past president of the Classroom Teachers Association. The final reports for the groups are being assembled and will be available within a few weeks as a guide to further analysis of the problems treated at the conference.

Probably the most significant value of the conference was in the obvious and increasing appreciation of the fact that teacher education is of primary concern to all members of the profession and that the maintenance and development of an adequate teacher education program is the most important single problem for American school men and women to face today.



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Alabama

On April 25, 1950, Mrs. Annie Mae Jones, member of Alpha Chapter, died in Montgomery, Alabama. She was initiated November 18, 1933.

Mrs. Ida Davis Yeuell, Honorary Member of Beta Chapter, died in Prattville, Alabama, on April 6, 1950.

Arkansas

At her home in Fort Smith on March 7, 1950, Mabel Marguerite Morelock, of the Eta Chapter, died. She had been an active and contributing member since March 29, 1943.

Miss Katharine Gaw of Theta Chapter died on July 7, 1950, at her home in Conway. She was coordinator of music on the Hendrix College faculty.

California

Mrs. Matilda Peterson of Alpha Chapter, Los Angeles, died on April 16, 1950. She had been initiated December 11, 1948.

In Los Angeles on February 9, 1950, Rowena B. Earl of Montebello passed away. She had been an active member of Beta Chapter since October 12, 1948.

Mary H. Johnson McDonald died on March 18, 1950, in San Bernardino. She had been an active member in Zeta Chapter since November 18, 1939, and served on many committees.

On May 6, 1950, Carla Louise Roewekamp of Los Angeles passed away. She had been an active member of Chi Chapter since February 13, 1943.

Mrs. George Burrell of Lodi, California, died on January 14, 1950. She had been an active member of Tau Chap-

ter since October 28, 1939, and served on many committees.

On December 23, 1949, Marie Allen of the Alpha Zeta Chapter died in Stockton. She was a charter member, initiated in 1940.

Colorado

M. Marion Bell, an Honorary Member of Gamma Chapter, passed away on July 14, 1950, at Boulder. She was highly regarded and maintained to the last her keen interest in education.

Carrie Fyffe of the Theta Chapter died in Sterling on March 19, 1950. Initiated on December 3, 1938, she had made many contributions to her chapter.

Delaware

In the Delaware Hospital on December 29, 1949, Caroline M. Fitzwater of Wilmington died. She was initiated in May 1941 into Alpha Chapter. She has been an active participant in the work of the Chapter and was a distinguished contributor to all sorts of civic organizations.

Florida

On April 5, 1950, in Tampa, Florida, Martha King Alexander of the Kappa Chapter passed away. She was initiated March 24, 1945, and was active in all phases of education.

Idaho

Mrs. Helen L. Wood of Pocatello died in Spokane, Washington, on September 11, 1949. A source of inspiration to her fellow members in Beta Chapter, she will be greatly missed.

Illinois

In Glendale, California, Edith Knox of Rockford died on April 3, 1950. She was a member of Epsilon Chapter and was a greatly beloved leader.

Quite suddenly in Rockford, Katharine C. Slade passed away on June 6, 1950. An active member of Zeta Chapter, her contributions to the work of the Chapter and in other education and civic fields were constant and distinguished.

Indiana

Mrs. Bernice K. Levell of the Alpha Chapter died on May 1, 1950. She had been a member for ten years and had served as Chairman of many committees.

In Bourbon on March 25, 1950, Velma Ruth Shaffer of the Zeta Chapter passed away. She was a Life Member and a splendid leader in the profession.

Ruth Snyder of Monroe City died December 21, 1949. For ten years she had been a member of Zeta Chapter and served on many committees.

Mildred Regenia Schiltz of Brook, Indiana, died on March 13, 1950, at Beaver-ville, Illinois. She had been a member for four years of Theta Chapter and had served as Corresponding Secretary.

Kansas

On March 4, 1950, Fredricka Pearson of Delta Chapter died in Kansas City. She was a Life Member and an active contributor to many civic undertakings.

On May 2, 1950, in Kansas City, Kansas, Dorothy Cook Wirth passed away. She had been Recording Secretary of Delta Chapter and a member of various committees since her initiation in 1941.

Gladys Haws Coughenour of the Kappa Chapter died in Wichita, Kansas, on November 23, 1949.

In Pittsburg, Kansas, Elsie Leitch Bowman died on April 17, 1949. She was an Honorary Member of Rho Chapter initiated January 17, 1942, and was a distinguished contributor to art magazines.

In Lawrence, Beulah A. Houlton of

Emporia died on April 23, 1950. She had been a member of Phi Chapter since 1946.

A member of the Omega Chapter, Mrs. Jess McMinder died on April 29, 1950, in Kirwin. She had been an active participant in the work of her Chapter since 1944, when she was initiated.

The Alpha Lambda Chapter mourns the loss of Golda May Kirkpatrick of McPherson. She died April 30, 1950.

Louisiana

In Shreveport Harriett Bartholt of the Zeta Chapter died on February 11, 1950. She had served as chairman of a number of Chapter committees.

In New Orleans Miss Brunette Lewis of Amite and a member of Omicron Chapter died on March 29, 1950.

Maryland

Mary H. Burger, a member of Gamma Chapter, died in Frederick on December 10, 1949. She was proud of her organization and had participated actively since 1944.

Mrs. Eleanor Angle Hartnett of Gamma Chapter died at Hagerstown, Maryland, on August 22, 1949.

Michigan

Mrs. Julia H. Cairns of Gamma Chapter died in Adrian, Michigan on January 29, 1950. Mrs. Cairns was a Life Member.

Minnesota

In Minneapolis on April 8, 1950, Mary Grace Harroun of Alpha Chapter died. She had been a member of the organization since 1941 and her contributions to her Chapter had been outstanding.

On July 15, 1950, Ella C. Mann of Gamma Chapter died. She had been a member for five years and was Chapter Music Chairman.

Mississippi

On September 3, 1949, at her summer home in Columbus, Mississippi, Mrs.

May S. Sumrall died. She was a member of Epsilon Chapter.

Nebraska

On May 20, 1950, Allura Woodbury of Kappa Chapter died in St. Paul, Nebraska. She had been a member of the organization since 1941.

Nevada

In Reno, Dr. Jeanne Elizabeth Wier of the Alpha Chapter died on April 14, 1950. She had been an Honorary Member for one year.

New York

Dr. Katharine Devereux Blake of the Epsilon Chapter died in Denver in January, 1950. Dr. Blake had long been an Honorary Member of great distinction.

North Carolina

Lula May Stipe of Louisburg, North Carolina, a member of Xi Chapter, died in Winston-Salem, North Carolina, on April 4, 1950. She had been active in the work of her chapter.

North Dakota

Esther Maxwell of Bismarck died on August 14, 1949. She had been initiated in Delta Chapter in 1941 and filled several important posts in her chapter.

On April 11, 1950, in Chicago, Illinois, Margaret Montgomery passed away. She had been an active member of Gamma Chapter, North Dakota, since November 22, 1940, and served on several committees.

Ohio

The Delta Chapter lost by death Dr. Minnie Luella Carter on December 31, 1948, in Mansfield. She had been a State Founder in Nebraska.

Hariett Haynes, also of the Delta Chapter, died June 24, 1949. She had been a member of the Chapter for ten years.

On April 9, 1950, in Cleveland, Lucy

Terrel of the Sigma Chapter died. She had been a member for ten years.

In Warrensburg, Missouri, on May 9, 1950, Mrs. Virginia Beatty Gracyk died. She was a member of the Alpha Epsilon Chapter.

The Alpha Eta Chapter suffered a loss in the death of Helen Christine Miller who passed away on January 1, 1950, at Springfield, Ohio. She had been a member for eight years.

In Toledo, Grace Schuchardt of the Alpha Sigma Chapter died on June 22, 1950. She had served as chairman of the Program Committee and Treasurer of her Chapter.

Oklahoma

Mrs. Emmiline Delbridge of Edmond, member of Alpha Chapter, died on May 7, 1950. She had been active in all kinds of civic undertakings and was initiated in 1949.

Mae Hiatt died on April 30, 1950, at Edmond, Oklahoma. The Alpha Chapter lost its immediate past President in the death of Miss Hiatt. She had been a member since 1942.

Pennsylvania

The Beta Chapter reports the death of Dorothy M. Marshall, who passed away on March 30, 1950. She had been a member for twelve years.

Texas

Miss Emma Mitchell, former assistant State Superintendent of Education under Dr. Annie Webb Blanton, died on August 2, 1950, in Paris. She was a member of the Alpha Delta Chapter.

In Austin on July 14, 1950, Mattie Lee Boyd, a loyal, sincere member since 1935, passed away. She was a member of Alpha Chapter.

Lois Choate of Mu Chapter, Abilene, died in her home city on March 27, 1950. She had been a member of the organization for twenty years.

In Dallas on July 8, 1950, Oscie Clark of the Alpha Chi Chapter died. She was an Honorary Member who played an im-

portant part in the development of her Chapter.

On May 29, 1950, in San Antonio, Lila N. Dyer of the Beta Tau Chapter died. She had been a member for ten years.

The Beta Psi Chapter reports the death of Miss Lelia Roberts of Bonham on June 16, 1950. She had been a teacher for forty-one years and was an Honorary Member of her Chapter.

Utah

We have no information on the death of Mrs. Jennie M. Wilkins of Provo except for a Post Office notice. She was an Honorary Member of the Gamma Chapter.

Virginia

Beta Chapter lost one of its outstanding members in the death on March 3, 1950, of M. Frieda Koontz, for twenty-five years Executive Secretary of the Student Coöperative Association.

On July 29, 1950, the Beta Chapter lost another valued member in the death of Edna Horner of Richmond.

West Virginia

The Gamma Chapter lost an active contributor in the death of Miss Lucy Bailey of Salem, West Virginia. She died in Charlottesville, Virginia, on March 30, 1950.

ANNUAL REPORTS

of

THE NATIONAL PRESIDENT

THE NATIONAL EXECUTIVE SECRETARY

THE NATIONAL TREASURER

of

The Delta Kappa Gamma Society

TO THE NATIONAL EXECUTIVE BOARD AND TO THE

DELEGATES ASSEMBLED IN CONVENTION,

AUGUST 6-11 INCLUSIVE, 1950

DALLAS, TEXAS

Annual Report of the National President 1949-1950

LESS than a year ago we were attempting to summarize the work of a difficult year. Again our thoughts must turn to such an analysis of our progress. Always we consider the numerical comparison between this year and last in the statistics of our membership and in our finances. These subjects will be ably handled in the two reports which follow.

During the three years preceding the present biennium, the matter of making recommendations was taken over by the Executive Secretary. While the implementation of these recommendations through the appointment of committees, an explanation of their obligations, and a follow-up of their activities was the obligation of the presiding officer, a report of work accomplished seems the province of the Executive Secretary; hence there will be reference to the 15 recommendations of the 1947-1948 report in a résumé following this one. There remain for us, however, certain items of consideration to be discussed.

1. *Committee Appointments:* As recently as the month of June, letters had to be written asking our members to serve on committees even though in September 1948 we sent out a request to all State Presidents asking the names of outstanding women in their chapters to-

gether with the particular committee to which each suggested person might contribute. In order to make some attempt to spread the appointments over the entire country, the various regions were considered and a chart was kept indicating the various states, the committees on which their members were serving, and the groups of which they had national chairmen. The illness of one and the pressure of other activities for another made it necessary to replace the chairmen of two important committees; however, the response of the new chairmen indicates the type of individuals of which our great membership is composed.

2. *Correspondence:* One of the chief obligations of the presiding officer is to attempt to answer letters of request and information. The provision of a dictaphone made this obligation more possible than it would have been without such help. The countless pages of typed materials that crowd the files attest to the inestimable number of hours spent at this work. The large four drawer file became so crowded with materials that a smaller two drawer file was added to the equipment and even at this writing the weight of these files because of their contents makes any attempt to move them impossible. During the first year of this bien-

nium more than 3,000 miles were added to the speedometer of the car used to take cylinders to their destination and call for the finished letters. This second year will find about 3,000 miles added for the same purpose. Had it not been for the assistance of the National Office in arranging to have several pieces of commercial mimeographing done and preparing the envelopes for the letters to the Executive Board and Chapter Presidents, a good deal of information would have remained unsent.

3. *Meetings:* Reference was made last year to attendance at three regional meetings and two meetings of the Planning Committee as well as travel to six State Conventions. When this report is submitted, two Planning Committee meetings will have concluded—the first in Austin, Texas, during the Thanksgiving week-end and the second in Dallas, Texas, the 6th and 7th of August. Acting as your representative at the Delta Kappa Gamma breakfast during the National Education Association meetings in St. Louis was also an experience of July. Because of circumstances beyond our control only three State Conventions were possible during the current year: the Arkansas State Convention held in Pine Bluff, the Wisconsin State Convention assembled at La Crosse, and the North Dakota State Convention staged at Devils Lake. Two other state conventions were ably covered by the National Treasurer acting for the President: those of Okla-

homa and Kansas. In each of the states visited a vigorous organization was evident with the members contributing unsparingly of their time and energy to those areas of interest in which we so devoutly believe.

4. *State Reports:* The deadline for the receipt of reports from State Presidents has brought reports from 31 states, namely:

Alabama, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Indiana, Iowa, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, Washington, West Virginia, Wisconsin, Wyoming and Hawaii. It is from these 31 that any conclusions on the progress of our states will be made and from the summaries of state chairmen that the various chairmen of National Committees will report on the overall picture of work in their particular assigned areas. To summarize briefly then, our states feel that they have shown steady progress since last year. More members, larger scholarship funds, a greater number of state scholarships, continued interest in helping the less fortunate in foreign areas, renewed vigor in attacking legislative problems, more serious consideration of the factors resulting in unpleasant teaching conditions and consequent low morale, an eager interest in research, and a continued zeal to

select the best young people for a teaching career—all these are mentioned as prime factors in our advance. Continued attempts to put out or to improve state news publications, to finance fellowships for foreign teachers, to discover authentic information about pioneer women educators, to train Delta Kappa Gamma leaders, to plan more wisely and with greater breadth of vision, and to accomplish more than has already been done—these, too, are the concern of our State Presidents. How helpful it would be if our states could manage an interchange of ideas, practical suggestions, useful and helpful techniques!

5. *Publications*: It is the part of the presidents of our organization to "approve publications." May we at this time pause to commend the untiring work of the editor of the Delta Kappa Gamma *Bulletin* and *News*. With no editorial assistance, with few articles that are not solicited in advance and awaited with long-suffering patience, and with very little active help from the Committee on Publications, she produces publications that are unique in the educational world in format and make-up and also maintains such high quality of contributions that our quarterly magazine may take its place at the top of ranking educational publications in the United States, and our *News* may be read quickly and easily so that we are kept informed from month to month.

The preceding analysis of the

work of your president has been brief, but it should act as a springboard for the recommendations we must make on this occasion.

1. *States*: We recommend first that each state urge its chapters to study the purposes and policies of our Society in order that we may strengthen the accomplishments of our regions by carrying out the program adopted by the Convention and therefore obligatory upon our various chapter groups.

Second, we recommend again that each state give as much orientation as possible to newly organized chapters in order that they may, through this assistance, add their vigorous contribution to the work already under operation in the state.

2. *Workshops*: We recommend again that every state plan a workshop early in the fall or late in the spring for the training and assistance of state committee chairmen and that these state chairmen in turn make plans to aid and make clear the work of their committees to the corresponding chapter chairmen.

3. *Awards*: We recommend that every state president appoint an Awards Committee of five members as indicated in the "Rules Governing Awards" and that this committee study the rules for making awards and the bases on which Achievement Awards of the past have been given. We suggest, further, that chapters be informed by State Chairmen regarding the qualifications for the Educator's Award

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in order that the best possible material may be chosen for presentation to the Panel of Judges.

* 4. *Legislation*: We recommend that the National Committee on Legislation be empowered to take a definite stand for the organization on a particular issue whenever it seems important and a vote of the Executive Board on the particular question is neither practical nor feasible in the time available.

5. *Membership*: We recommend that any Life member who has failed to attend the required number of meetings of her chapter without acceptable reason automatically have her membership status changed to *Emeritus* because Life members cannot very well be dropped.

6. *Research*: We recommend that there be a continuation of the study of the problem chosen by the Research Committee in order that data may be collected, facts interpreted, and an analytical study of the findings be prepared for publication. We reiterate that as a component part of the information needed in our legislative-program-teacher welfare "study with action" set-up, the research committee can make a unique contribution.

7. *Scholarships*: We recommend again that more publicity be given in state Delta Kappa Gamma publications to the two annual scholar-

ships awarded by our Society in order that a greater number of worthy applicants may be discovered.

8. *Foreign Members*: We recommend again that we keep in touch with our members now returned to their own countries, that through our states and chapters we provide honorary members with subscriptions to our publications, and that in states and chapters we subsidize the dues of active members according to the rates of exchange between the foreign monetary system and ours.

9. *Exchange Teachers*: We recommend that, as an organization of women educators interested in the welfare of teachers at home and abroad, we initiate the necessary steps to make it possible for local boards of education to subsidize exchange teachers in order that they may enjoy to the fullest possible extent their year in the United States without the limitations and privations suffered through low salaries and high rate of exchange.

10. *President's Office*: We recommend that careful consideration be given to the budget set up for the president's office in order that provision may be made for a secretary at half-time, that a very small office be secured and the necessary functional equipment supplied for it, and that such an office be set up whenever the need for an office arises. Attempting to do the work of this organization with little clerical help and no place provided for the heavy files and other weighty

* This recommendation was rejected by the Convention, but was reviewed later in the report of the Legislative Committee and the areas specified by that Committee were approved.

equipment makes the task doubly difficult. Greater efficiency can be achieved and more work completed if this recommendation can be approved. In order to secure expert secretarial help, the job itself must merit some self-respect.

It is an interesting combination of events that makes the twenty-first birthday of our organization fall in the golden year of 1950. Though it is by pure coincidence, still there must be some shining aura about this coming of age. You may recall that we are chartered for 50 years of existence—a long time when considered as a whole; yet how swiftly these 21 years have passed, and probably more swiftly still will pass the 29 to come. How proud we are of our "age" until we consider our relative youth! How important seem our "traditions" until we look toward our opportunities for progress! The recent years have not been pleasant; they have demanded too much and have given too little in return; drudgery has replaced what once was called an honor. There may still be time to snatch back the remnants and build them into something fine and truly "proud" before this golden year concludes. There is a story that can help us build. To a man was given the rare opportunity of visiting in advance both Hell and Heaven. He found the nether regions furnished with every luxury and all beauty of surroundings, but the inhabitants were chained to their places so they could do nothing for themselves.

And when he had had his fill of visiting below, he traveled up to Heaven where he beheld a similar setting with furnishings of great beauty and scenic wonders such as he had already seen. Yet here the inhabitants were likewise chained, he thought, until he looked closer when he noticed that their hands were free; but though they could do nothing for themselves, every one of them could do something to help another. Such an opportunity lies in our grasp; such a statement of intention we accept in our own initiation ritual. From it we can build.

In the spirit of charity let us approach the tasks that lie ahead of us. In all humility let us recognize that the least of these among us sometimes shows the greatest magnanimity of spirit. Let us bring the patience that is so characteristic of our profession to cope with our problems in order that we may come to a mutually acceptable solution. On these firm bases let us build, for we would do well to follow the Chinese in their proverb: "If there is righteousness in the heart, there will be beauty in the character. If there be beauty in the character, there will be harmony in the home. If there is harmony in the home, there will be order in the nation. When there is order in the nation, there will be peace in the world."

Respectfully submitted,

BIRDELLA M. ROSS,
National President.

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Annual Report of the National Executive Secretary 1949-1950

ON August 28, 1945, at the meeting in Denver, Colorado, of the National Executive Board and such other members of the Society as could attend within the limits of wartime travel restrictions a contract was drawn up between the Executive Board of the National Organization and the newly elected National Executive Secretary. That contract was signed by all national officers, state presidents, and state representatives in attendance. It reads as follows:

"The Executive Board of the National Organization of DELTA KAPPA GAMMA, in convention duly assembled on this 28th day of August, 1945, formally approves the election of Mary Margaret Stroh to the office of National Executive Secretary, based upon the following terms and conditions:

"For its part, the Executive Board of the National Organization agrees as follows:

"1. The said Mary Margaret Stroh shall have permanent tenure of office contingent upon performance of the terms of this agreement.

"2. The annual salary of the Executive Secretary shall be five thousand dollars (\$5,000.00) per annum with the provision that if circumstances permit this sum may be increased.

"3. The Executive Secretary shall be allowed annually one (1) month's vacation leave with pay.

"4. Adequate retirement provisions shall be worked out by the chairman of the National Retirement Committee on or before January 1, 1946, and made retroactive to September 1, 1945. Upon approval of the Executive Board said retirement provisions shall be appended to and made a part of this agreement.

"5. The Executive Secretary shall be provided with adequate secretarial and office assistance.

"6. The Executive Secretary shall be assured sufficient funds to cover necessary traveling expenses in the discharge of official duties.

"For her part, Mary Margaret Stroh agrees as follows:

"1. To edit the Delta Kappa Gamma Bulletin.

"2. To prepare a monthly Newscaster.

"3. To edit and supervise the printing and distribution of materials needed by the chapters, the states, and the National Organization.

"4. To visit chapters and states in order to develop the purposes of Delta Kappa Gamma and to assist them in carrying out the programs of the National Organization.

"5. To cooperate with the National Program Committee in developing a progressive program of work.

"6. To represent the organiza-

tion in Boards and in conferences which have for their purpose the improvement of educational standards and better working conditions for women.

"7. To coöperate with the National President and the Executive Board which she serves.

"8. To perform such other duties as she and the Executive Board deem necessary.

"Signed and approved this 28th day of August, 1945, at Denver, Colorado."

It has seemed appropriate to us, because this marks the completion of five years of our service to the Society as Executive Secretary, that we should review in some detail the work that has been done, the improvements that have been effected, and the tentative plans which have been envisioned in attempting to fulfill our contract with the National Organization. The terms of that agreement are so explicit that it seemed necessary to make a wise distribution of our time and energies among the following phases of work:

1. Office organization and administration;
2. Editing the regular publications and writing specially authorized ones;
3. Morale building and help to units of the organization asking for assistance;
4. Attendance at state meetings;
5. Assistance in planning and guiding regional meetings;
6. Attendance at and participation in various types of na-

tional and international meetings designed to improve standards of education;

7. Assistance to the National President and the National Committee Chairmen;
8. Public relations.

The account of our stewardship for these five years will, therefore, emphasize what we have tried to do in these various fields of endeavor. Inevitably we have made many errors of judgment. We have fallen far short of the realization of the goals we have set for ourselves. We have, however, tried to serve you honestly, consistently, and courteously.

We are especially indebted to the National President, the National Treasurer, many state officers, and innumerable individuals who have bolstered our courage, understood our sincere desires and, by the reiteration of their idealism, reinvigorated our own powers, which too often were at a low ebb. To the loyalty, the undeviating support, and the appreciative understanding of all these individuals we are under deep obligations.

Office Administration

We reported to you in the fall issue of the *Bulletin* in 1949 the improvement in functioning of our Headquarters. This was due primarily to the fact that we were able to secure somewhat more adequate space and facilities than we had enjoyed up to April 1949. It seems a far cry from the office to which we went in September 1945. At that

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time our office furniture consisted of one small, battered typist's desk, an aged typewriter, an unstable table used for wrapping and mailing packages, two small filing cases and a number of sets of shelves. To this equipment was added an ancient Addressograph, capable of putting out, according to the prospectus of the organization supplying it, a maximum mailing list of 5,000. We cannot speak too sympathetically of the efforts of Dr. Blanton, who had generously contributed some of her own furniture to supply bare office needs and to circulate a magazine, which by 1945 had grown to 22,000. There was, however, not even a desk in the office for the Secretary; and had it not been for the courage and devotion of Dr. Blanton, who did most of her correspondence at home, the office could not possibly have functioned as well as it did up to that time.

Dr. Blanton's furniture was returned to her as she had requested; and the newly elected Executive Secretary, in accordance with the mandate supplied at the Denver meeting, attempted to find some substantial and basic pieces of office furniture. For at least two years it was impossible because of the scarcity of furniture to secure some of the needed, basic equipment. However, little by little this was provided, and when we moved to our present location the National President instructed the Executive Secretary to complete the furnishing of the offices properly in accordance

with the unanimous vote of the Executive Board in Denver in 1945 to "furnish the National Offices suitably and adequately."

We are now comfortably housed, and our present set-up is such that we can function much more adequately. The present facilities, however, will permit of no expansion whatever. That fact should be taken into consideration in planning for the next few years. We are not assured either that our lease, which expires in April, 1951, will be renewed.

In 1945 we had one full-time typist and clerk. Her work was supplemented by student help, who came in intermittently for whatever time they had available. The records of December 1944 show that six different people were employed in the office at that time in addition to the regular clerk, and they worked from 30 to 45 hours per week each. The number of people varied from time to time in accordance with the possibility of securing help and the amount of work in the office.

After experimenting with the intermittent student help we decided that it was unsatisfactory, tended to inaccurate records, and that it did not assure regularity in mailing out materials to the various chapters and states. Accordingly we substituted one additional full-time clerk for the six on part time. Today we have three full-time workers in addition to the Executive Secretary and the Treasurer. Though our staff is far too small to compass the

work incident to the many activities of the organization, which each year takes on new responsibilities and needs new facilities because of its constantly growing membership, we have preferred to handle the work in this way. We have made numerous comparisons with other organizations of lesser size or comparable in numbers to ours, and we find that everyone of them employs many more people than we do.

For example, the Texas State Teachers Association, whose membership is approximately the same size as ours, has an executive secretary, a supervisor of records, a managing editor, a division of field service, a division of research—and all departments are staffed by executives who have technical and clerical personnel. There are approximately 17 people regularly employed, plus seasonal help. Some departments require as many as six additional seasonal helpers. This is particularly true at the time when membership cards come in and yearly dues are received. We make this comparison not because we are complaining about inadequate staff, but rather to indicate to you the size of the job we have to do. In another organization which has some 9,000 members, the staff consists of five people, plus an executive secretary. We might go on, but the point is abundantly clear.

We discovered early in 1945 from a scrutiny of our circulation needs that it would be much more expeditious and in line with current

procedure of other large organizations to have our publications addressed and mailed out directly by the printer who is responsible for the printing. This would expedite the circulation of the *Bulletin*, which with the use of the decrepit Addressograph then in use required a full month to mail out. Accordingly the Addressograph files were shipped to the Washington printer, who for a number of years has done a great deal of our printing. He was responsible for the printing of our first monograph, for convention programs at different times, and has printed the monthly *News* from its inception.

After that an examination of the mailing list ensued, and it became evident that many chapter lists had never been completed; many others were inaccurate; many were carrying a great deal of dead wood. Sometimes plates had been duplicated, and we would discover two or three Addressograph plates for the same person. We, therefore, undertook the long, laborious process of checking the mailing list and eliminating all names which did not belong on the list. Probably we eliminated 2,000 names that first year. From that time on until the present, the mailing list and its management have been a major problem. We have made on the average about 11,000 changes and additions each year.

You will remember that in 1946 we asked your cooperation in the use of strips of membership cards which would provide an accurate

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record for National Headquarters, the state president, the state treasurer, the chapter treasurer, and the member. Little by little our procedure for shipping out the huge numbers of membership cards and securing an accurate report and return has been improved. We make no claim to infallibility. No mailing list for a large organization has ever been 100 per cent accurate. We do, however, feel that we deserve the commendation of our printer, who is responsible for the circulation of many publications of much larger organizations than ours. He says that our mailing list is by all odds the best in his circulation department.

In addition to the improvements in membership records we have allocated responsibilities in the office so that each person is assigned to a particular area of work. There is, therefore, no duplication of effort; and the fact that each person is responsible for a particular aspect of the organization work has tended to expedite procedure.

We have reorganized with the advice of a committee which had been appointed prior to our taking office, all report blanks and forms. Those forms are now all numbered and are in different colors so that they can be identified easily. We are securing increasingly good co-operation in the use of these report forms. We are still urging chapter and state officers to discard all out-of-date forms and to use only those which are in current use.

We have made the necessary re-

visions and printed as often as necessary the Circular of Information in accordance with the changes in the Constitution adopted in 1946. We have assembled and had bound all minutes which had not been assembled since 1939. We have made inventories of materials and properties. We have inaugurated and supplied yearly an up-to-date directory of national officers, state and chapter presidents, national committee chairmen, and state treasurers.

We have improved, with the co-operation of the officers involved, the sending out of necessary materials. Every order sent to the Headquarters Office is filled within 24 hours of its receipt. We still have a few people who send us orders under regular postage and give us only two or three days to get materials to them at the other end of the country. Fortunately, the number of these individuals grows smaller, and we have had no recent complaints that materials are not received promptly.

We have inaugurated a special report blank for the death of members, and this is being used conscientiously by most chairmen of Necrology Committees. It has enabled us to keep an accurate list of deaths occurring among our members and to give you in the several issues of the *Bulletin* an up-to-date report.

We recommended and you approved the use of perforated change-of-address cards which members may send in to Headquarters

accompanied by ten cents to help to cover the cost incident to change. This procedure has very greatly facilitated this important phase of our work, and more and more members are complying with the simple request to send in the necessary card accompanied by the money. Treasurers could help us materially in seeing to it that a member who moves is furnished with the change of address card and the necessary instructions.

We have compiled and edited a new Handbook in accordance with the provisions of the Constitution adopted in 1946.

We examined and read the papers and documents filed for a period of sixteen years. All those which had any bearing upon the history of the Society were preserved. Those which were irrelevant, and which merely cluttered the files, were discarded.

Membership

You will note from the accompanying table that the net gain in membership since our report was made a year ago is 3,040. This, of course, does not represent the number of new members added because all losses by death, resignation, and non-payment of dues have been subtracted from the sum total of members. The increase in number of chapters since 1949 is 59. We think this is as accurate a record as we can furnish. The figures for 1949 are slightly revised because the final figures from the state treasurers indicated somewhat dif-

ferent totals from those that were reported in the Fall (1949) issue of the *Bulletin*. In some instances state treasurers have not yet, at the time of the writing of this report, returned their annual report. It is from the data furnished by the state treasurers and the National Treasurer's records, plus the actual number of membership cards on file that we derive this count.

We note in a number of states which have thus far reported that there are a considerable number of members who were dropped for non-payment of dues or non-attendance. The matter of resignation is also one for concern on our part. It should be an accepted procedure for Membership Committees to investigate resignations. The reasons behind these resignations would be interesting and probably enlightening.

We are still convinced that there is a difference in practice among treasurers concerning the reporting of honorary members. Some treasurers send in cards as instructed for all honorary members but do not include the publications fee. Others are meticulous about sending in the fee with the cards, and records in our office and state treasurers' records tally. We are convinced, however, that there are a number of treasurers who, because fees are not sent in for honorary members, do not report these members. We are of the opinion that honorary members for whom the publications fee is not paid should not receive the publications. How-

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MEMBERSHIP COUNT

(As of June 30, 1950 and June 30, 1949)

State	1949	1950	No. of Chapters	No. of Chapters
	Total	Total	1949	1950
Alabama	1392	1497	38	41
Arizona	381	404	9	9
Arkansas	788	921	27	31
California	2320	2567	54	61
Colorado	751	814	21	21
Connecticut	290	296	6	6
Delaware	83	85	2	2
District of Columbia	120	125	2	2
Florida	693	786	15	16
Georgia	704	789	25	31
Idaho	207	215	8	8
Illinois	2023	2118	44	45
Indiana	1462	1661	33	35
Iowa	524	535	17	17
Kansas	1216	1339	34	39
Kentucky	434	473	10	11
Louisiana	1010	1050	29	29
Maine	259	284	9	9
Maryland	356	396	7	7
Massachusetts	411	464	13	13
Michigan	713	738	19	20
Minnesota	438	441	9	10
Mississippi	382	423	10	10
Missouri	740	805	17	17
Montana	344	400	12	13
Nebraska	565	622	16	17
Nevada	48	69	2	3
New Hampshire	37	45	1	3
New Jersey	153	164	3	3
New Mexico	516	535	15	15
New York	647	754	11	16
North Carolina	810	929	19	22
North Dakota	229	270	9	9
Ohio	2891	2953	61	61
Oklahoma	1289	1399	32	32
Oregon	464	483	14	14
Pennsylvania	910	1019	28	28
Rhode Island	74	71	0	0
South Carolina	415	428	11	11
South Dakota	145	198	7	7
Tennessee	831	896	21	22
Texas	5423	5782	97	99
Utah	279	270	4	4
Vermont	97	104	2	3
Virginia	422	494	13	16
Washington	944	1036	26	28
West Virginia	290	357	8	9
Wisconsin	601	610	13	14
Wyoming	84	127	2	5
Hawaii	34	38	0	0
Total	36,239	39,279	885	944

ever, it would be pertinent to ask, since these members have been accepted and initiated, how they should be counted.

We have alluded in last year's report to the perplexing problem which faces certain states where the population is quite scattered and county areas are so large that they cannot possibly be designated for chapter units. We are making a recommendation on that particular matter. It has long been one of our vital problems and should be resolved by this Convention.

The matter of a follow-up of our foreign members is also of great concern to us. That, too, is a subject of specific recommendation.

Publications

During the five years of our service as Executive Secretary we have been solely responsible for the compilation and editing of the *Bulletin and News*. In accordance with the suggestions of many interested members and with the help of the National Publications Committee we have endeavored to improve the quality of the publications steadily. Our *Bulletin* now occupies a respected place in many libraries, and we have frequent requests for permission to reprint some of our articles in other publications.

We have sent out the *News* on a regular monthly basis to all members. This has been made possible by the coöperation of many people who send us frequently interesting items about their members or about phases of their chapter or state

work. We would be better pleased if more states were represented, however, because we can use only the information that is supplied us. The monthly publication requires on the part of the editor an enormous amount of reading, constant alertness to the changing aspects of the educational scene, an awareness of current legislation, and an acquaintance with activities and programs sponsored by other organizations and agencies in which our members would be interested.

We have edited during the course of these five years several publications in addition to our regular *Bulletin and News*. The *Educational Roster*, prepared by Miss Margaret Rowe and her committee in 1947, because of the nature of its contents, was an especially difficult piece of editing. We edited and supervised the printing of the biography of Dr. Annie Webb Blanton, written beautifully by Dr. Clara Parker. We have compiled and edited the annual reports of the President, the Executive Secretary, and the National Treasurer since 1947. We have written *Eyes to See*, a collection of biographies of pioneer women teachers, and *Find Your Own Frontier*, a handbook for students interested in teaching. We have edited *Differences Which Matter*, the research study written by Dr. Hildred Schuell.

Our publications are listed in a variety of places, notably in the *International Index* which is published in Geneva, Switzerland. We

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have built up a satisfactory and growing exchange list of other publications. Many of the state educational associations send us their publications regularly, as well as such organizations as the Elementary Principals Association, the American Association of University Women, etc.

We engaged in considerable research of the documentary records available in the office to compile the information assembled for the *Twentieth Anniversary Summer Bulletin* issued in 1949. The information contained therein was designed as a kind of compendium of data often needed for program planning.

We undertook at the specific request of the Secretary General of the World Organization of the Teaching Profession the circulation of a questionnaire to the exchange teachers of 1947-48 in an effort to discover the opinions of exchange teachers on a number of perplexing aspects of that growing field of international relations. The responses to the questionnaire were excellent. The findings were compiled and sent to the meeting of the World Organization in Berne, Switzerland, in 1949. They were later duplicated, circulated widely, and appeared in a number of magazines.

We compiled for publication in our own magazine the surveys made by state organizations of professional organizations in other countries. While this effort was highly praised by many people, we felt a certain sense of disappoint-

ment that we could not complete the assignment as we had hoped. This was due not to any dereliction on the part of our own state committees but rather to the inadequacy of the reports received from the various national organizations.

Public Relations

During the five years of her service, the Executive Secretary has visited many state organizations and many especially arranged combined chapter meetings. She has assisted in organizing a series of meetings on recruitment and selection of teachers in four different states. Meetings in another state were planned but had to be abandoned for various reasons. She has taken part in career conferences, has been a participant in meetings of the Commission on Educational Reconstruction, of the Commission on the Occupied Countries, of the United States Commission on Unesco, of the American Association of School Administrators, of the summer conference of the Commission on Teacher Education and Professional Standards, in workshops of the Educational Press Association, and in two meetings of the World Organization of the Teaching Profession.

She has addressed a large number of community meetings, many of them sponsored by units of our organization, and many meetings of college and high school students. She has had conferences with teachers colleges faculties. She has assisted various groups in teacher recruitment procedures, has urged

the participation of our members in the Teachers Good Will Service, in the World Christmas and Chanukah Festival, in the organization responsible for Letters Abroad, and delegate representation at the different regional meetings of Unesco.

She aided the interested members in Hawaii for months and wrote countless letters and invitations in an effort to help the young organization get on its feet. She has explored some possibilities of expansion in Canada and Mexico. She has urged the follow-up of foreign members who have been inducted in the organization in various places in the United States.

All these things have been of slow growth, have been matters for recommendation at various times; but over a period of five years they have shown remarkable improvement.

We are now on the invitation list of a number of important national and international organizations. We have had representation in the National Council of Higher Education and have been invited by Mrs. Roosevelt to a meeting of representatives of key women's organizations. Activities as widely separated as these will show that the orbit of our activities has enlarged tremendously during the past five years.

Recommendations

1. We recommend that we consider thoughtfully the possibilities of much more substantial subsidies for our national committee chairmen. That we have accomplished

so much in so short a time is a tribute to the devotion, the loyalty, the generosity of many of our fine women who have been willing to give to an almost unlimited degree of their energies and time. We cannot, however, expect to approximate the kind of national committee work all of us would like to see without assuring committee chairmen that they will not need to go down into their own pockets to finance the activities of their committee. This recommendation has been made from time to time; and we are reiterating it because we believe the committee work is the heart of our organization, and only to the degree that we support it both in effort and with money shall we reap the kind of committee direction we should all like to see.

2. We reiterate a recommendation that was made as early as 1941 when, as chairman of the National Program Committee, we were responsible for the collection of the biographies of pioneer women. That recommendation urged that we look toward the ultimate publication of a book which would include biographies of pioneer teachers the country over. That recommendation has been repeated from time to time. The responsibility for the collection of materials has changed with the passing of the years. We now have, and have had for a number of years, a special committee whose responsibility is the collection and editing of such materials. We would urge once again that we look toward an early publication of such a book.

* 3. We recommend that we enable the National Legislative Committee to function more adequately by giving it authority to speak for the organization when emergencies arise and legislation needs either our official backing or requires opposition. The Legislative Committee has been handicapped seriously because the National Organization has committed itself only to the endorsement of Federal Aid without Federal control. It would be advisable, it seems to us, that we specify a few areas in which we would be expected to exercise a considerable influence and give the Legislative Committee power to speak for us when the exigency arises. We cite as an example of the impotence of this committee the fact that we could not speak officially on the Social Security bills this past year and the proposal to include teachers under the new arrangement. This was bitterly opposed by many teachers organizations, but we could not speak officially. We would suggest that the Legislative Committee be commissioned to indicate these areas and that there be some discussion on the floor when that committee report is presented so that members may give their assistance in deciding what these areas shall be.

4. We recommend that we devise some consistent follow-up of the foreign teachers whom we have in-

vited into honorary or active membership during their residence among us. We have been singularly apathetic about these follow-up procedures, and in consequence we have lost the active interest of some of those who have been enthusiastic initiates while they were in service in this country.

5. We recommend that every chapter make provision for at least one program per year devoted to "Know Your Delta Kappa Gamma." We are made aware of this need constantly as we see our chapter and state organizations at work throughout the country. There is a need of constant re-education in the procedures and the programs of the Society. We cannot assume that initiation assures acquaintance. We should like to recommend once again the use of the summer *Bulletin* of 1949, which included a summary of all pertinent information concerning the history of the Society and gave specific data concerning many aspects of our work about which members send us constant inquiries.

6. We recommend that units of our organization continue to place copies of our *Bulletin* in representative libraries, and that we ask the librarians in our various cities to make request of the H. W. Wilson Company, Educational Index, 950 University Avenue, New York 52, New York, to include our publication in their regular listings.

7. We recommend that, except for the Convention year when one issue should be published prior to the Convention, publication of the

* This recommendation was first rejected by the Convention, but was later reviewed in the report of the Legislative Committee and the areas specified by the Committee were approved.

News be suspended for the months of July and August. This is customary procedure in all organizations, and the recommendation is motivated by the fact that such large numbers of our members are either away from home or else leave their temporary winter living quarters for the summer. The majority of them make no provision for forwarding their third-class mail.

8. We recommend the continuance of our efforts to improve our community relations. Wherever possible we would urge affiliation with local community agencies which insure the participation of the active organizations, both women's and men's, in particular community enterprises. The by-products of our community experiments have been so rewarding in increased public respect for our organization and in increased appreciation of our potential influence that we would urge this kind of planning wherever possible.

† 9. We urge and strongly recommend that we make some provisions to relax the quota restriction in sparsely settled areas. We need to address ourselves thoughtfully to this problem and to hear the explanations of the presidents of certain states where the tremendous areas make chapter organization well-nigh impossible and meetings in bad weather out of the question. Our quota restriction has prevented organization in a number of places where we could quite

† This recommendation was amended to provide for investigation of each situation before such a request is granted.

profitably organize and have a thriving chapter. Since the spirit of the quota restriction is not in force as long as we maintain the transfer system which permits an unlimited number of transfers without counting them, we think that states should be permitted to bring these perplexing problems of quota restrictions to the floor of this Convention and that subsequently the Executive Board be authorized to make such individual dispensations as will resolve the problem.

‡ 10. We recommend that we should take action in this Convention looking to the clarification of the relation between State Organizations and the National Organization. The original incorporation specified that sub-charters were to be issued by the National Organization to the State Organizations. No such charters have ever been issued for the State Organizations. The chapter remains the unit of the organization. We recommend that a suitable charter be devised and issued to all State Organizations even though incorporation according to their respective state statutes has been effected. This will establish a legal relationship between the National Organization and the state organizations which does not now exist.

11. We recommend that we continue our efforts to alleviate the distress of children and teachers abroad and that these efforts be made an integral part of every chapter program. There are so

‡ This recommendation was rejected.

many reputable agencies at work on these problems now that we should have no difficulty in focusing our endeavors in this respect.

12. We recommend that we continue and that we supplement whenever the opportunity affords itself our active participation in the work of Unesco and WOTP. Regional conferences will continue to be held by Unesco in different places in the United States. The publications are available upon request. All chapters ought to have these publications at hand for discussion and study. The WOTP will undoubtedly take on certain new proportions. The proposed merger with FIPESO and IFTA and the Constitution which is being offered for discussion and adoption this year will present certain problems concerning our future affiliation and participation. We recommend that we continue our efforts to assist any world organization which promises unanimity and harmonious relations among the teachers of the world.

Before concluding this report it might be appropriate to say a word about another matter which has troubled us greatly. We have pointed out repeatedly that we have encountered increasing evidences of discrimination against women teachers throughout the United States. We have not, however, alerted ourselves as much as we should to fight these evidences of discrimination. With most of us they remain academic matters on which we have convictions; but unless they come close home to us,

we are not deeply concerned. We are encountering increasing evidences of discrimination against the older women teachers, and in some cases their services have been terminated without warning and apparently with little legal recourse. If we are to bring to realization our third purpose, namely, "to protect the professional woman in education and to eliminate unjust discrimination," we shall have to initiate, develop, and sponsor a much more vigorous program both in legislation and relationships with administrators than we now have.

We see considerable improvement as we move about the country in the number of capable, younger women who have been brought into the organization. The vitality and freshness of their point of view have given a needed impetus to many of the units of our organization. We need more of them.

We would counsel your careful consideration of the thorough report which Mrs. Carrie Belle Parks Norton and her committee are presenting with respect to our development in countries other than our own. We should like to hear the problem discussed rather thoroughly, and we would personally counsel a vigorous and immediate implementation of the recommendations that Mrs. Norton and her committee made.

Conclusions

The recital of our development during the past five years presents only undebatable and recorded

facts. That our efficiency has been impaired, however, by the schism created by misunderstanding, propaganda, and finally an injunction suit is undeniable. Human beings cannot withstand indefinitely a heavy barrage of distrust, suspicion, and invective directed at them by those who regard an honest difference of opinion as evidence of sinister intent. That we have made errors of judgment we would be the first to acknowledge; that our intentions have ever been rooted in subterfuge or motivated by a determined effort to place unlimited power in the hands of a small hierarchy we vigorously deny. We have at all times been concerned with what promised to redound to the best interests of the Society as a whole from Maine to California. We are fully aware of the responsibility we have to the membership throughout the country, and we are always cognizant of the inevitable disparities of opinion that prevail in different parts of the United States.

Plenty of documentation is at hand to support our assertion that on a number of occasions we have insisted upon referring to the membership matters which we believed it was their province to decide. Our position in matters that have been under discussion for some time past has been determined by what we have believed, and still believe, is majority opinion as expressed throughout the United States. We believe that that opinion has not had sufficient opportunity to be heard; we have a profound conviction

that in an honest effort to avert acrimony many people have preferred to temporize rather than to engage in conflict. This statement is based on innumerable conversations which members have had with the Executive Secretary and upon many letters written to her.

Through four years of nightmare existence we have endeavored to meet the unprecedented problems of the Society with courage and sanity. When our sincerity was questioned, when our motives were impugned, when our personal and professional honor were attacked, we tried to meet these exigencies with the dignity we felt was consonant with the purposes of our Society and with the restraint we believe should characterize professional women. We have engaged in no recriminations; we have refused to be drawn into verbal refutation. Our service to the Society over a long period of years must stand on its own merits and without benefit of any defense.

We might easily have been convinced of our complete unworthiness were it not for the flood of heartening letters and telegrams which came to us from a host of members, state, and chapter organizations who believed in the honesty and sincerity of our motives.

The damage done to the morale of National Officers at Headquarters and to the office staff cannot possibly be measured; the irreparable harm to the functioning of our national program and the efficient management of the Headquarters Office will require years to nullify.

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We have given you our best, but it was not good enough, for anxiety, months of sleepless nights, shock, and the constant barrage of invective have taken an enormous physical and spiritual toll.

We could have given you much better service had we not been forced to meet a continuing flow of vituperation from a small group who distrusted everything that was done.

Many of us are sad this day because tragic misunderstanding and bitterness have eaten like a canker into the bloom of every ideal that we cherish as an organization, every value that we enjoy. It seems at times to have made a mockery of our hopes, a travesty of our fellowship.

That we are met here in such large numbers, however, is another avowal of an abiding faith in the worth of our purposes; our very presence attests our belief in the fundamental soundness of our organization. It gives the lie to assertions of disunity; it make a mockery of statements that we cannot survive. A day of decision on many matters is at hand. It needs unlimited patience, an understanding of the issues, a genuine desire to think first of the welfare of the Society as a national organization with concomitant national and international obligations, and a willingness to submerge our personal preferences in the greatest good. We believe that we can, if we will, resolve our difficulties with professional decency, dignity, and good will. We can do no better than to

go for counsel to two of our Founders.

In her final message as National President in July 1938, Miss Mamie Bastian said: "Some chapters and some states are not 'National-minded.' They have no proper realization of their obligations to the National organization. Each state and chapter president should make an effort to have the obligations and relationships of members, chapters, and states, discussed with us as much frequency and detail as time will permit."

In a circular letter dated April 1, 1942, Dr. Annie Webb Blanton admonished: "*Casting Votes from a National Standpoint*. In voting upon proposed changes each member should consider what is best, not merely for the interests of her own chapter or state, but also what is best for our *entire organization* of Delta Kappa Gamma—our 46 states, 508 chapters, and nearly 17,000 members. If the vote of each honestly expresses her opinion from this standpoint, the total result should be good, as we shall be carrying out the democratic ideal."

We are wholly content to leave to the sincere and thoughtful appraisal of our membership at large assembled in this Convention the resolution of these troublesome problems. Whatever the outcome, let us accept it loyally as a mandate of the membership, and with one accord let us determine to be kind.

The theme of this Convention, marking the twenty-first birthday of the organization, might appropri-

ately enough be "Coming of Age." That phrase might conceivably be followed by a question mark. When this Convention has been concluded we shall be in a much better position than we are at its outset to know whether we have taken on some of the aspects of maturity. We have said repeatedly that we believe that there is little justification for a women's organization of the kind that ours professes to be unless we are willing to harness all our magnificent potential material and spiritual resources in efforts not only to better the status of women and women educators but also to lend our assistance in the building of a kind of society about which we are all so deeply concerned. It is almost platitudinous to remark that sooner or later mature minds must take hold of world problems and give them something more than puerile examination. The times demand a rededication of life and energies; they call for all the objectivity which we can bring to bear to the solution of problems.

We have as an organization some of the endearing, but likewise some of the dangerous, qualities of youth. There are those who would urge us most often to be *against* something rather than *for* something. There are others who would urge us to be timid, and safe, and cautious, and conservative. We have no illusions about the scope of our influence as an organization. We are not arrogating to ourselves in thinking of these things, a larger

place in the affairs of our times and in education than is warranted by the facts. We know full well that we are only one of hundreds of powerful organizations. We know equally well that our counsel is being sought more and more frequently. We are aware that our support is being solicited more and more often. We are likewise cognizant of the fact that many organizations during the next quarter of a century, particularly women's organizations, will, unless they are more firmly rooted than they now appear to be, be capsized by the swirl of events and in another half century be nothing but a memory. The Delta Kappa Gamma Society, which is the only organization composed entirely of women educators, has survived for a period of 21 years; its growth has been steady and impressive. More and more it has taken on characteristics which most of us believe are in answer to the pressing needs of the times. It is ours to determine whether we continue to grow in dignity and stature and in favor with our communities.

General Eisenhower in his eloquent address to the graduating class of Columbia University a few weeks ago said: "There is only one great law today for soldier, saint and citizen; a nation (and he might have added an organization) like a man has to *dare* in order to endure."

Respectfully submitted,

M. MARGARET STROH,
National Executive Secretary.

Annual Report of the National Treasurer 1949-1950

THIS, my seventeenth annual report as National Treasurer, is not of the same type as the other sixteen. The report of the Certified Public Accountant who audits my records will be a balanced report.

Since the National Delta Kappa Gamma Society was twenty-one years old on May 11, 1950, I think the members should know something of the financial structure of the Society. Let us study the matter of the budget first.

In the early years of the Society during which organization was the primary activity, materials were mimeographed, and income always exceeded expenditures, the making of the budget was a simple matter. The president made the budget at the last minute before the Board met and it was adopted without question or interest. After the addition of other states to the organization and with the printing of materials and the beginning of the *Bulletin*, the expenditure of the income had to be more carefully balanced. Dr. Blanton asked to be consulted in the making of the budget and the president said the treasurer should be consulted. Thus an unofficial budget committee of three persons was established. I call it unofficial because the con-

stitution did not say who was to make the budget nor how it was to be adopted and followed. The 1946 constitution gave the Planning Committee the duty of preparing the budget to be approved by the Executive Board.

The increase in membership and resulting increase in expenses made it impossible to say at a convention exactly what the expenditures in certain areas should be. In 1936 the budget allowance for Dr. Blanton's travel was exhausted before the end of the year and she could not organize Kansas at the time she wished. As a result she asked at the convention the following summer that the budget be adopted with the provision that allowances for certain items could be increased if needed and if the income would allow such increase. In a letter to me dated April 18, 1936, she wrote: "I do not know of any organization that makes a hard and fast budget that can not be modified under conditions like these. I believe in a budget; I started Delta Kappa Gamma on a budget plan, but it should not be too rigid."

In keeping with this precedent and this opinion I am suggesting that the budgets for 1950-1951 and 1951-1952 be adopted with the provision that allowances for the *Bul-*

letin, for printing, for postage, for headquarters be increased if necessary and if the income will meet such increases.

In order that you may later con-

1949 Budget. The \$4,000 allowed for Convention in the 1949-1950 budget will be paid out in August, 1950, and thus in another fiscal year.

Budget as Adopted	Budget in Operation
Bulletin and News.....	\$35,000.00 \$32,639.77
Committees	2,700.00 1,933.95
Convention	4,000.00 168.00
Headquarters	8,000.00 7,519.44
Planning Committee (Fall Meeting)	1,500.00 1,730.16
President's Office	600.00 672.00
Printing	7,000.00 5,892.43
Regional Directors	800.00 270.79
Salaries	11,500.00 11,500.00
Taxes and Insurance	700.00 623.54
Travel	2,900.00 2,802.13

sider these two budgets with better understanding I am giving the budget for 1949-1950 as adopted by the Executive Board through a vote by mail and the actual expenditures for each item. You will note that some items ran beyond the budget estimate and some below, but that the total expenditure does not exceed the \$74,700 total of the budget.

The amounts found in the report at the end of this section will differ from these amounts in some cases because that complete report will cover the money spent during the fiscal year July 1, 1949, through June 30, 1950, regardless of the year in which that money was allowed. For example, the cost of the *Bulletin and News* will include \$6,443 paid for the Summer 1949 *Bulletin*, and Convention costs will include the cost of the four Regional Conferences held in 1949. Both of these items were allowed in the 1948-

The statement of total paid for salaries is much less than \$11,500. The \$7,000 for the Executive Secretary has been divided:

Sum actually paid	\$5,814.94
Sum withheld for social security	52.50
Sum withheld for income tax	957.50
Sum withheld for Retirement Sinking Fund	174.90

The Treasurer received \$3,888.68 and had \$611.32 withheld for Social Security and Income Tax.

The amount of \$7,519.44 for Headquarters may be broken down into two items—salaries \$5,911.34 and postage, telephone, etc. \$1,608.10. You will notice that the salaries amount is below the amount allowed. That is true because we were without the services of the third secretary for a period of three months and the four of us who took over the work of that secretary were not paid for the double duty.

Only a few of you are greatly

interested in how we spend the money, but each is vitally interested in how we get the money to meet the budget, for each of you pays her share of the income. Let us, therefore, study the changes in dues and fees over the period of twenty-one years.

Until the year 1942-1943 the greater part of the national income was derived from the national share of the \$10 initiation fee. This share was and is \$2.50. In 1935-1936 income from the initiation fee was \$40,047 and from the dues was \$2,407. In 1939-1940 the amounts were \$8,328 and \$5,813. In 1942-1943 the income from initiation fees was \$6,615 and from dues was \$8,624.

In the Spring of 1943 Dr. Blanton, after studying these figures, decided that if the national budget were to be expanded to meet the needs of a growing organization the increase would have to come in the dues. The income from the initiation fees had remained around \$8,000 for several years and would not change greatly. Accordingly Dr. Blanton in early 1944 proposed a change in dues from \$3 to \$4 and change in the national share of the dues from 75 cents to one dollar. The Chapter share changed from \$1.50 to \$2, and thus the financial situation of the larger chapters was greatly improved.

It was soon discovered, however, that the National Organization could not be run effectively on dues of \$1 with twenty-five cents of that dollar earmarked for the Perma-

nent Fund. Consequently, in 1947 the Planning Committee suggested the dues be changed from \$4 to \$5 and the difference to go to the National Organization. However, the amendment as passed in 1948 gave only 75 cents of the added amount to the National Organization and 25 cents to the State Organization.

The experience of these two years with the national dues at \$1.75 has shown that for the present the National Organization can function effectively under the budget which such dues make possible. You will, however, need to face the inescapable fact that the Headquarters staff must be increased. Regardless of the ability of the individual it will be necessary for the persons who will take over ultimately the jobs of the Executive Secretary and of the Treasurer to serve an apprenticeship of at least two years. Because fourteen years of close contact with the details of the organization, as chairman of the Program Committee that instituted the 5-year plan, as National President during the war years and as Executive Secretary in a period of world upheaval, Dr. Stroh knows the organization in a way that cannot be learned in a month. If the Society is not to be allowed to stand still or disintegrate while a new secretary learns her job, you must begin to make plans to provide for an assistant to the Executive Secretary.

One incident will suffice to show that what I have learned during my years of service in which the

work of the National Treasurer has grown from that requiring a few hours over the weekend to that requiring eight hours a day, six days a week and fifty-two weeks a year, cannot be known without experience. In May I sent a letter to all chapter treasurers telling them we were mailing white, orange and blue membership cards. When the package was made up we added the order blanks and forms to be

used in making lists. A new treasurer wrote, "You said you were sending orange and blue cards, but I received yellow and green sheets. I don't know what you are talking about." There are hundreds of details like the cards that a new treasurer would need time to learn. When I took over the National treasury in 1933 the assets were \$35. Today the assets are \$200,000. I shall need some help soon.

FULL REPORT OF RECEIPTS AND DISBURSEMENTS

July 1, 1949—June 30, 1950

<i>Receipts</i>		<i>Disbursements</i>	
Balance, July 1, 1949.....	\$ 17,592.25	<i>Bulletin and News</i>	\$ 39,472.77
Initiation Fees	10,070.00	Committees	1,933.95
Dues	60,415.14	Convention	3,036.25
<i>Bulletin</i>	1,696.45	Headquarters	7,529.44
Supplies	5,443.88	Planning Committee	1,730.16
Interest	1,290.25	President's Office	672.00
Publications	712.28	Printing	5,832.43
Scholarship Fund	11,930.75	Salaries Paid	9,703.64
Educator's Award Fund.....	1,363.86	Taxes and Insurance	2,717.33
Emergency Fund	191.19	Travel	2,802.13
Transf. from Permanent.....	4,000.00	Scholarship Fund	10,725.00
Bonus in exchange of bonds..	1,812.82	Permanent Fund	10,856.34
Miscellaneous	1,434.84	Retirement Fund	5,168.75
		Miscellaneous	589.87
Total	\$117,953.71	Total	\$102,770.06

REPORT ON SPECIAL FUNDS

SCHOLARSHIP FUND

<i>Receipts</i>		<i>Disbursements</i>	
Fees	\$ 8,723.08	Stipends	\$ 2,500.00
Interest	2,281.35	Surety Bond	225.00
Balfour Royalty	926.32	G Bonds	8,000.00
Balance, July 1, 1949.....	7,820.01		
		Total	\$10,725.00
	\$19,750.76	Balance, June 30, 1950.....	\$ 9,025.76

PERMANENT FUND

Receipts		Disbursements	
1/10 of dues and fees.....	\$ 7,048.51	Furniture	\$ 3,541.32
Publications	712.28	Biography	2,254.05
Sale of Bonds	4,000.00	Injunction Suit	1,023.45
		Rent	2,735.00
		Utilities	311.68
Total	\$11,760.79	Janitor Service	510.00
Disbursements	10,856.34	Storage on dolls	36.00
		Taxes, Bond	444.84
Balance	\$ 904.45	Total	\$10,856.34

EDUCATOR'S AWARD FUND

RECEIPTS

Balfour Royalty	926.36
Interest	437.50
Balance, July 1, 1949.....	616.64
Balance July 1, 1950.....	\$1,980.50

BOND STATEMENT

Permanent Fund	\$ 37,000.00
Annie Webb Blanton Fund	5,000.00
Scholarship Fund	98,000.00
Educator's Award Fund	17,500.00
Retirement Sinking Fund.....	5,000.00
Total Bonds	\$162,500.00

CASH STATEMENT

Permanent Fund	\$ 904.45
Scholarship Fund	9,025.76
Emergency Fund	987.44
Educator's Award Fund	1,980.50
Available Fund	2,285.50
Balance in bank July 1, 1950.....	\$ 15,183.65

COST TO THE NATIONAL ORGANIZATION OF INJUNCTION SUIT
BROUGHT BY LALLA M. ODOM ET AL.

February 10, 1949, Goldsmith & Bagby, Conferences.....	\$ 65.00
March 22, 1949, Sanderford & Bagby, Trial Court.....	600.00
March 23, 1949, Shelby Company, Letters to Executive Board.....	28.40
April 21, 1949, Roy McLean, Court Reporter.....	98.00
May 4, 1949, Clerk Court of Appeals, Filing Appeal.....	25.00
May 9, 1949, O. T. Martin, Transcript of Evidence.....	27.60
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